

SRA
**Reading
Mastery**

Signature Edition

Teacher's Guide
Grade 4

Siegfried Engelmann
Jean Osborn
Steve Osborn
Leslie Zoref

**Mc
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Program Overview

Reading Mastery Signature Edition, Grade 4, is the latest version of a widely used direct-instruction reading program that has proved effective in classrooms nationwide for more than two decades.

Like the previous editions of the program, *Reading Mastery Signature Edition* features extensive practice in decoding, vocabulary building, comprehension strategies, literature, and writing. This new edition is designed for students who read at about a 4.0 grade level, as measured by a standardized achievement test. The program can be used with students who have successfully completed *Reading Mastery Signature Edition, Grade 3*, or any other third-grade reading program. A placement test (see page 38) is provided to help you evaluate your students' reading level and determine appropriate placement in the *Reading Mastery* series.

Key Features

Throughout its many components, *Reading Mastery Signature Edition, Grade 4*, consistently emphasizes key features of effective reading instruction. Here is a brief overview:

Extensive and Varied Reading Selections

The student textbooks contain a broad array of classic and contemporary selections for daily group reading. In the course of the program, students read two novels, as well as short stories, factual articles, biographies, myths, folktales, and poems. Novels and other longer selections are divided into chapters and presented over a span of lessons.

Focused Comprehension Questions

The teacher materials for the textbook feature carefully sequenced literal and inferential comprehension questions that you ask before, during, and after reading. Students interact with you and with each other as they answer these questions, both orally and in writing. The questions focus on several important comprehension concepts, such as understanding perspectives, identifying motives, developing vocabulary, and interpreting themes.

Specific Comprehension Exercises

In addition to answering questions about their reading, students complete a variety of exercises that teach specific comprehension concepts and strategies. Particular emphasis is placed on inferring main ideas, identifying supporting details, and making outlines. Students also interpret maps, use indexes, and work with time lines.

Background Knowledge

Many of the textbook selections are preceded by short passages that offer important background information. Students use this information to comprehend the selections more fully. The program also contains longer factual articles that prepare students for reading and understanding the different types of expository prose found in social studies and science textbooks.

Reading Fluency

Rapid and accurate decoding (reading fluency) is a prerequisite for good

comprehension. *Reading Mastery* builds fluency by offering daily practice in oral and silent reading in a variety of contexts. Students begin each lesson by orally reading lists of words they will encounter in the reading selection for that lesson. Then individual students take turns reading the first part of the selection aloud. Afterward, the students read the rest of the selection silently. Finally, they receive further fluency practice by reading part of the selection aloud to a partner. Individual reading checkouts after every tenth lesson allow you to monitor your students' progress in reading fluency.

Vocabulary Building

Direct and explicit vocabulary instruction is part of every lesson in *Reading Mastery*. Before reading a selection, students discuss the meanings of important vocabulary words and phrases that will appear in the selection, and they practice using these words in various contexts. Students then encounter the vocabulary words as they read the selection. Finally, they complete written vocabulary exercises. Because repeated practice with new words is essential to vocabulary acquisition, these exercises continually review all vocabulary words taught in the program.

Literary Analysis

Many of the comprehension activities in the program encourage students to analyze the literary aspects of their reading selections. For example, students compare the traits of different characters and project themselves into the stories. They also describe settings, compare plots, and discuss themes and morals. These activities build students' analytical skills and interpretive strategies.

Daily Writing

Students complete a writing assignment in every lesson of the program. Many of these assignments ask students to make judgments about the reading selections and to explain those judgments with specific evidence. Other assignments encourage students to interpret stories according to their own experiences or to relate story events to their own lives. In some lessons, students write stories and poems of their own.

Extension Activities

In addition to the core textbook and workbook, the program offers extension activities in spelling, test taking, and cross-curricular connections.

Program Components

The core components of *Reading Mastery Signature Edition*, Grade 4, include the student textbooks, the student workbook, and the teacher presentation books. These components contain 120 daily lessons with word-practice and vocabulary activities, oral and silent reading, comprehension questions, skill exercises, and writing assignments.

Extension components include *Activities across the Curriculum*, the *Curriculum-Based Assessment and Fluency Teacher Handbook*, this *Teacher's Guide*, and the *Answer Key*.

The following sections explain each component in more detail.

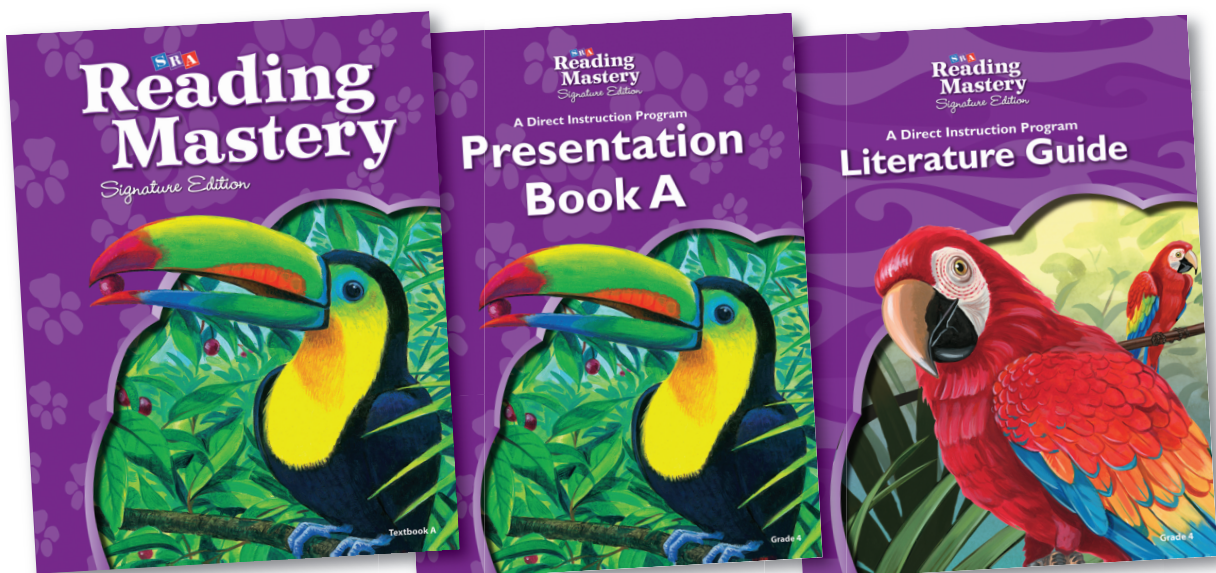
Student Textbooks

These two nonconsumable hardbound books (A and B) contain a wide variety of reading selections. Each textbook is composed of two 30-lesson thematic units. The units for Textbook A (lessons 1–60) are “No Place like Home” and “The World of Animals.” The units for Textbook B (lessons 61–120) are “Helping Others” and “Living in History.”

Selections in the textbooks are preceded by word lists and vocabulary activities and followed by comprehension questions and a writing assignment. Many lessons include concept and strategy exercises and story background passages.

The textbook reading selections range from factual articles to full-length novels and brief poems. Here is a partial list by genre. (For a complete list, see the table of contents in each textbook.)

- Novels: *The Wonderful Wizard of Oz*; *The Prince and the Pauper*
- Biographies: Jackie Robinson; Jane Addams.
- Factual Articles: “Endangered Animals”; “Journey to Dawson”; “England in the 1500s”
- Contemporary short stories: “Ron’s Summer Vacation”; “A Horse to Remember”; “Adventure on the Rocky Ridge”
- Folktales and fairy tales: “The Ugly Duckling”; “The Cat That Walked by Himself”; “Beauty and the Beast”



- Myths: “The Golden Touch”; “The Miraculous Pitcher”
- Poems: “Open Range”; “Trees”; “The Spider and the Fly”

Student Workbook

This consumable softbound book contains 120 two-sided worksheets perforated for easy removal. Students complete one worksheet during each daily lesson. After the worksheets have been graded, they can be removed from the workbook and taken home.

Most workbook exercises directly relate to the readings in the student textbooks. A typical lesson contains questions about the textbook selection, vocabulary activities, and comprehension strategy exercises. Some lessons feature map interpretation, crossword puzzles, fact games, and other activities that approach the textbook content from a variety of learning perspectives.

Presentation Books

These two spiral-bound books (A and B) feature detailed direct-instruction scripts for presenting all 120 daily lessons in the program. *Presentation Book A* covers lessons 1–60; *Presentation Book B* covers lessons 61–120.

Each lesson in the presentation books is divided into a series of exercises that specify teacher instruction and student responses. For ease of use, the presentation books include reproductions of all the word lists and stories from the student textbooks.

Spelling Presentation Book

This spiral-bound book offers spelling activities for each lesson in the reading program. The activities, which can be presented during the time allotted for language arts instruction, take about 10 to 15 minutes per lesson. Students write their responses on their own paper.

Curriculum-Based Assessment and Fluency Teacher Handbook

This handbook contains a complete set of mastery tests that you can use to measure student progress in the program. Tests occur after every tenth lesson, with a unit test appearing after every thirtieth lesson. The handbook also includes the Placement Test, remedial exercises, and suggestions for interpreting the test results.

Activities across the Curriculum

This collection of activities connects *Reading Mastery* science, social studies, geography, music, art, and other content areas. The activities and accompanying blackline masters provide new contexts for using comprehension strategies, and they encourage the use of reference skills. (For a complete list of activities, see *Activities across the Curriculum*.)

Answer Key

This booklet lists the answers to all the workbook and textbook activities. Workbook pages are reproduced with written answers in place. Answers for textbook exercises are listed separately. Guidelines for evaluating writing assignments are included as well.

Teacher’s Guide

The *Teacher’s Guide* (which you are now reading) contains specific advice to help you implement *Reading Mastery Signature Edition*, Grade 4, in your classroom. The guide includes an overview of the program, a complete sample lesson, and classroom-tested suggestions for teaching every part of the program. It also includes the Placement Test, scope-and-sequence charts, behavioral objectives, a Skills Profile Folder, and sample lessons from each component of the program.

Sample Lesson

The textbooks and the workbook in *Reading Mastery Signature Edition, Grade 4*, contain 120 daily lessons. Instructions for presenting these lessons appear in the presentation books.

The following sample lesson (lesson 72) appears in *Presentation Book B*. Like every other lesson in the program, lesson 72 is divided into three parts: **Before Reading**, **Reading**, and **After Reading**. In the **Before Reading** segment, students prepare to read the textbook selection by studying lists of words, completing vocabulary exercises, and developing comprehension strategies. In the **Reading** segment, students read the textbook selection orally and silently and answer oral comprehension questions. Finally, in the **After Reading** segment, students complete exercises in the workbook. Then they complete textbook activities and writing assignments. They also work on extension activities.

The presentation books contain all the teacher directions and student materials needed to present the main part of the lessons. The teacher directions consist of carefully worded exercises that teach specific skills and strategies. The following typographic conventions are used:

- Words you say appear in **blue type**.
- Words you emphasize appear in **bold blue type**.
- Instructions for you to follow appear in black roman type and are enclosed in parentheses.
- Student responses appear in *black italic type*.
- Reproductions of student material, such as word lists and the textbook selections, appear in boxes. These boxes are inserted into the teacher directions for ease of reference.

Before Reading

Students begin every lesson by orally reading lists of words in their textbooks. In the first exercise of lesson 72, you read hard words that will appear in the textbook selection. Then students read the words.

EXERCISE 1

Note: In exercise 1, use the pronunciation guides [in brackets] to pronounce the words correctly.

Hard Words

1. Everybody, find column 1. ✓
 - The words in this column are hard words from your textbook stories.

1. Philemon	5. miraculous
2. Baucis	6. hospitality
3. cultivate	7. honey
4. fertile	8. olive

2. Word 1 is **Philemon** [PHIL uh mon].
 - Everybody, what word? (Signal.) *Philemon.*
3. Word 2 is **Baucis** [BAW kiss].
 - Everybody, what word? (Signal.) *Baucis.*
4. Word 3 is **cultivate**.
 - Everybody, what word? (Signal.) *Cultivate.*
 - (Repeat for every word in the column.)
5. Let's read these words again.
6. Word 1. Everybody, what word? (Signal.) *Philemon.*
 - (Repeat for every word in the column.)
7. (Repeat the column until firm.)

In exercise 2, students identify the parts of a compound word and then read the entire word.

EXERCISE 2

Compound Words

1. Everybody, find column 2. ✓
 - All these compound words consist of two short words.

1. beehive	4. nightfall
2. grapevine	5. mudball
3. neighborhood	

2. Word 1 is **Philemon** [PHIL uh mon].
 - Everybody, what word? (Signal.) *Philemon.*
3. Word 2 is **Baucis** [BAW kiss].
 - Everybody, what word? (Signal.) *Baucis.*
4. Word 3 is **cultivate**.

In exercise 3, students practice reading words on their own, without your model.

EXERCISE 3

Word Practice

1. Everybody, find column 3. ✓
 - We're going to practice these words.

1. lodge	5. light-footed
2. lodging	6. youth
3. vegetable	7. fragrant
4. disagreeable	

2. Word 1. Everybody, what word? (Signal.) *Lodge.*
 - (Repeat for every word in the column.)
3. (Repeat the column until firm.)

In exercise 4, students learn the meanings of vocabulary words that will appear in the reading selections. First they read the words, and then you explain what each word means. Finally, they practice using the words in context.

EXERCISE 4

New Vocabulary

1. Everybody, find column 4. ✓
 - First we'll read the words in this column. Then we'll talk about what they mean.

1. miraculous	4. fertile
2. hospitality	5. staff
3. cultivate	6. toil

2. Word 1. Everybody, what word? (Signal.) *Miraculous.*
 - (Repeat for every word in the column.)
3. (Repeat the column until firm.)
4. Now let's talk about what these words mean.

Word 1

1. Word 1 is **miraculous**.
 - Something is **miraculous** if it is like a miracle.
 - If the sunshine was like a miracle, the sunshine was **miraculous**.
2. Everybody, what would you call a job that was like a miracle? (Signal.) *A miraculous job.*
 - What would you call a flower that was like a miracle? (Signal.) *A miraculous flower.*

Word 2

1. Word 2 is **hospitality**.
 - When you show **hospitality** to somebody, you are very kind to that person.
2. Everybody, what are you showing when you are kind to a person? (Signal.) *Hospitality.*
 - How could you show **hospitality** to a stranger? (Idea: *By being kind to that stranger.*)

Word 3

1. Word 3 is **cultivate**.
 - When you **cultivate** a field, you get rid of the weeds and break up the soil so that you can plant crops.
2. Everybody, what do you do to a field when you get rid of the weeds and break up the soil? (Signal.) *Cultivate the field.*

Word 4

1. Word 4 is **fertile**.
 - **Fertile** land is land that is capable of growing good crops.
2. Everybody, what kind of land is capable of growing good crops? (Signal.) *Fertile land.*

Word 5

1. Word 5 is **staff**.
 - A **staff** is a long stick that you carry.
2. Sometimes people use **staves** to help them walk.
 - Sometimes a person carries a special **staff** to show that he or she is special, like a king or a queen.

Word 6

1. Word 6 is **toil**.
 - When you **toil**, you work very hard.
2. Everybody, what's another way of saying **He worked very hard in the fields?** (Signal.) *He toiled in the fields.*

The **Before Reading** segment concludes with exercise 5, in which students practice inferring the main idea of a paragraph. After students read the paragraph, you work with them to identify the main character and describe the main thing that character did.

EXERCISE 5

Note: You will need a chalkboard for Exercise 5.

Main Idea

1. Everybody, find part B. ✓

Figure out a complete main-idea sentence for the following paragraph.

- Name the main character.
- Tell the main thing that character did.
- Tell when and where the character did that main thing.

In August, Clara went to the department store. She looked at clothing. She looked at sporting equipment. Then she recalled that she needed to fix her bike. So, she found a bike-repair kit and paid for it. Then she left the store.

2. Read the instructions and the paragraph to yourselves. Then we'll work together to write a complete main-idea sentence.
3. (After all students have finished reading:)
 - Who is the main character in the paragraph? (Response: *Clara*.)
 - So, I will write "Clara" as the first part of the main-idea sentence. (Write **Clara** on the chalkboard, leaving space to the left and right.)

4. Now tell me the main thing that Clara did. Don't tell where or when. Just tell what she did. (Idea: *Bought a bike-repair kit*.)
 - So for the next part of the main-idea sentence, I will write "bought a bike-repair kit." (After the word **Clara** on the chalkboard, write **bought a bike-repair kit**.)
5. That's a good main-idea sentence, but we can add more information.
 - When did Clara buy the kit? (Idea: *In August*.)
 - I will write that information at the beginning of the sentence, followed by a comma. (Write **In August**, at the beginning of the sentence.)
6. Where did Clara buy the kit? (Idea: *In the department store*.)
 - I will write that information at the end of the sentence, followed by a period. (At the end of the sentence, write **in the department store**.)
7. Now I'll read the complete main-idea sentence: **In August, Clara bought a bike-repair kit in the department store**.
 - That sentence tells the main thing the main character did. It also tells when and where she did it.
8. You will write a complete main-idea sentence in your workbook later in the lesson.

Reading

In the **Reading** segment of the lesson, students read the textbook selection and answer comprehension questions. The segment begins with oral reading practice. Students develop fluency by reading part of the selection within a specified error limit.

After every few paragraphs, you ask comprehension questions. These questions offer systematic practice in a range of literal and inferential comprehension strategies. They also highlight vocabulary words taught in the Before Reading segment.

EXERCISE 6

Reading Aloud

1. Everybody, find part C. ✓
 - The error limit for this lesson is 14.
2. (Call on individual students to read two or three sentences each.)
3. (After students complete each section, ask the questions for that section.)

The Miraculous Pitcher Chapter 1

One evening, in times long ago, old Philemon and his old wife Baucis sat on a bench next to their cottage door enjoying the calm and beautiful sunset. They had already eaten their supper, and now intended to spend a quiet hour or two before bedtime. So they talked together about their garden, and their cow, and their bees, and their grapevine. But the rude shouts of children and the fierce barking of dogs in the nearby village grew louder and louder, until at last it was hardly possible for Baucis and Philemon to hear each other speak.

“Ah, wife,” cried Philemon, “I fear some poor traveler is seeking hospitality in the village. But instead of giving him food and shelter, the villagers have set their dogs on him.”

- At what time of day does this story begin? (Ideas: *In the evening; at sunset.*) (Seq)
- What’s the name of the old man in this story? (Response: *Philemon.*) (ND)
- What’s the name of his wife? (Response: *Baucis.*) (ND)
- What made it difficult for them to carry on a conversation? (Idea: *Children shouting and dogs barking.*) (C/E)
- What did Philemon think was causing all the commotion in the village? (Idea: *The villagers had set their dogs on a traveler.*) (MJ)

“I do wish the people in the village felt a little more kindness for their fellow human beings,” Baucis said. “They bring up their children in this evil way and pat them on the head when they fling stones at strangers.”

“Those children will never come to any good,” said Philemon, shaking his white head. “To tell you the truth, wife, I would not be surprised if some terrible thing were to happen to all the people in the village, unless they mend their ways. But as for you and me, so long as we have a crust of bread, let us be ready to give half to any poor homeless stranger who may come along and need it.”

“That’s right, husband,” said Baucis. “So we will.”

- What did the people in the village raise their children to do? (Idea: *Throw stones at strangers.*) (ND)
- The story says, “unless they mend their ways.” What does that mean? (Idea: *Unless they change for the better.*) (UCCM)
- How are Baucis and Philemon different from the villagers? (Idea: *Baucis and Philemon are kind to strangers, but the villagers are not.*) (C/C) . . .

In exercise 7, students read the rest of the selection silently. After they finish, you ask another series of comprehension questions.

EXERCISE 7

Silent Reading

1. Read the rest of the chapter to yourselves and be ready to answer some questions.

So now you can understand why Philemon spoke so sorrowfully when he heard the shouts of the children and the barking of the dogs. The noise lasted a long time and seemed to echo all the way through the valley.

“I never heard the dogs so loud,” observed the good old man.

“Nor the children so rude,” answered the good old wife.

They sat shaking their heads one to another, while the noise came nearer and nearer. At last, they saw two men approaching on foot. Close behind them came the fierce dogs, snarling at their heels. A little farther behind was a crowd of children, who cried shrilly and flung stones at the two strangers with all their might.

From time to time, the younger of the two men turned around and drove back the dogs with a staff he carried in his hand. His companion, who was a very tall person, walked calmly along, as if he didn’t notice the fierce children or the pack of dogs. Both travelers were poorly dressed, and they looked as if they didn’t have enough money in their pockets to pay for a meal.

“Come, wife,” said Philemon to Baucis, “let us go and meet these poor travelers.”

“You go and meet them,” answered Baucis, “while I see if we can get them anything for supper. A bowl of bread and milk would raise their spirits.”

Baucis hurried into the cottage. Meanwhile, Philemon went forward, extended his hand, and said in a hearty tone, “Welcome, strangers, welcome.”

“Thank you,” replied the younger of the two men. “This is quite a different greeting than we received in the village. Why do you live in such a bad neighborhood?” ★ . . .

- Who were the dogs and children chasing? (Ideas: Two travelers; two men; two strangers.) (ND)
- Which person greeted the travelers first? (Response: Philemon.) (Seq)
- What was Baucis doing while Philemon greeted the travelers? (Idea: Looking for something to feed them.) (Seq)
- Describe how the younger traveler was dressed. (Idea: He had a round cap, a cloak, and an unusual pair of shoes.) (V)
- What did the younger traveler’s feet seem to do sometimes? (Idea: Rise from the ground.) (V)
- What was odd about the younger traveler’s staff? (Idea: It had a pair of wings on top and two snakes around it.) (MJ)
- Who do you think the younger traveler might be? Why? (Idea: Hermes, because he has a round cap, carries a staff with snakes and wings, and seems to float in the air.) (H)

The **Reading** segment concludes with Paired Practice. For this exercise, pairs of students read to each other as you observe and assist them.

EXERCISE 8

Paired Practice

1. Now you’ll read in pairs.
 - Today the **B** member will read first.
 - Remember to start at the diamond and switch at the star.
2. (Observe students and answer questions as needed.)

After Reading

Students begin the **After Reading** segment by working independently in their workbooks and textbooks.

EXERCISE 9

Independent Work

1. Do all the items in your workbook and textbook for this lesson.
2. (The independent work in this lesson includes the following activities.)
 - Story details
 - Character traits
 - Vocabulary
 - Main idea
 - Comprehension
 - Writing

Students first complete the workbook activities, which contain comprehension and vocabulary exercises. Many of these exercises directly relate to the reading selection. Students write their answers in the workbook itself.

In part A of the workbook for lesson 72, students answer literal questions about the day's reading selection. These questions highlight important events and concepts in the story.

A STORY DETAILS

Write or circle the answers.

1. Baucis and Philemon were ____.
 - young
 - middle-aged
 - old
2. How much money did they have?

3. Who would they treat better, their guests or themselves?

4. What had the valley near their cottage been long ago?

5. The people who lived in the village were ____.
 - kind
 - mean
 - unselfish

6. What would their children do to strangers?

7. How many travelers approached Baucis and Philemon's cottage?

8. What unusual things were on one traveler's staff?

9. What kind of hat was that traveler wearing?

In part B, students practice literary analysis by identifying character traits. In other lessons, these literary exercises focus on character motives, perspectives, settings, plots, and themes.

B CHARACTER TRAITS

Write which character each statement describes. Choose *Philemon*, the *younger traveler*, or a *village child*.

1. This character has strange shoes.

2. This character would give his food to a stranger.

3. This character threw stones at strangers.

4. This character would do anything for a guest.

5. This character worked in his garden all day long.

6. This character's feet seemed to rise above the ground.

In part C, students use vocabulary words in context. They have already learned these words and read them in the textbook selections.

C VOCABULARY

Write the correct words in the blanks.

conquer	contract
restricted	talent
insulting	intently
scheduled	resented
chariot	deity

1. They _____ dinner for nine o'clock in the evening.
2. Norma watched Howard's face _____ to see if he was lying.
3. The music was very loud, and she _____ the noise it made.
4. To be a great singer, you have to have a lot of _____.
5. The mean boy kept _____ his younger brother.
6. Luis didn't want to play for the baseball team until he had a _____ with the owners.
7. The playground was _____ to children younger than ten.
8. Two horses pulled the wooden _____.
9. The army tried to _____ the city, but they failed.

For the final workbook task (part D), students infer the main idea of a paragraph. This task reviews and extends the main-idea exercise presented in the Before Reading segment of the lesson.

D MAIN IDEA

Write a complete main-idea sentence for the following paragraph.

- Name the main character.
- Tell the main thing that character did.
- Tell when and where the character did that main thing.

At noon, Sidney followed the other students into the lunchroom. But Sidney was not hungry, so he sat at one of the tables. He took a paper and pencil from his backpack and began to write. Soon, Sidney was finished. Here is what he wrote:

The lunchroom has a lot to eat;
Milk and bread and cheese and meat.
But on this day I would rather think,
Than get some things to eat and drink.

1. _____

GO TO PART D IN YOUR TEXTBOOK.

After completing the workbook exercises, students answer interpretive comprehension questions in the textbook. These items require longer answers than the workbook questions. Students write their answers on a separate piece of paper.

D COMPREHENSION

Write the answers.

1. How did the villagers treat strangers?
2. How did Baucis and Philemon treat strangers?
3. Why were Baucis and Philemon having so much trouble carrying on a conversation?
4. Why did Baucis go inside the cottage when the strangers approached?
5. Who do you think the younger stranger is? Explain your answer.

The final textbook exercise is the writing assignment. These assignments take many forms. In some, students express their opinions about the textbook selections or pretend to be a story character. In others, they use the selections as a springboard for their own imaginative responses.

E WRITING

Pretend you could have a cottage anywhere in the world.

- Write a description of your cottage and what you would do there. Tell where your cottage is located and what it looks like. Then tell what kinds of things you would do in and around your cottage.

After students complete the workbook and textbook, you conduct a workcheck.

EXERCISE 10

Workcheck

1. (Using the Answer Key, read the questions and answers for the workbook.)
2. (Have students read their answers for the textbook activities.)
3. (Have two or three students read their writing assignments aloud. Comment on each assignment.)
4. (Have students correct and turn in their work.)

At some other time during the day, you present spelling activities from the *Spelling Presentation Book*. Students write the answers for these activities on their own paper, so no additional student material is required.

EXERCISE 1

Sentence

- a. (Write on the board:)

One athlete finished the contest before everyone else.

- I'll read the sentence on the board: **One athlete finished the contest before everyone else.**
 - Let's spell some of those words.
- b. Spell **athlete**. Get ready. (Signal.)
A-T-H-L-E-T-E.
 - Spell **finished**. Get ready. (Signal.)
F-I-N-I-S-H-E-D.
 - Spell **contest**. Get ready. (Signal.)
C-O-N-T-E-S-T.
 - Spell **before**. Get ready. (Signal.)
B-E-F-O-R-E.
 - Spell **everyone**. Get ready. (Signal.)
E-V-E-R-Y-O-N-E.

EXERCISE 2

Sentence Variations

- a. Get ready to write on lined paper.
 - You are going to write a sentence made up of words you know how to spell. Put the right end mark at the end of the sentence.
- b. The sentence is: **We excitedly exchanged great friendship.**
 - Say that sentence. Get ready. (Signal.) *We excitedly exchanged great friendship.*
 - (Repeat step b until firm.)
- c. Write it. ✓
- d. Get ready to check your spelling. Put an **X** next to any word you missed.
- e. Spell **We**. Get ready. (Signal.) *W-E.*
 - Check it. ✓
- f. Spell **excitedly**. Get ready. (Signal.)
E-X-C-I-T-E-D-L-Y.
 - Check it. ✓
 - (Repeat step f for: **exchanged, great, friendship.**)
- g. What end mark did you put at the end of the sentence? (Signal.) *A period.*
 - Check it. ✓
- h. Fix any words you missed.

EXERCISE 3

Spelling Review

- a. Get ready to spell and write some words.
- b. Word 1 is **flowers**.
 - What word? (Signal.) *Flowers*.
 - Spell **flowers**. Get ready. (Signal.)
F-L-O-W-E-R-S.
 - Write it. ✓
- c. Word 2 is **heaviest**.
 - What word? (Signal.) *Heaviest*.
 - Spell **heaviest**. Get ready. (Signal.)
H-E-A-V-I-E-S-T.
 - Write it. ✓
- d. (Repeat step c for: **3. clapping**,
4. investment.)
- e. I'll spell each word.
 - Put an **X** next to any word you missed and write that word correctly.
 - (Spell each word twice. Write the words on the board as you spell them.)

1. flowers **3. clapping**
2. heaviest **4. investment**

Presenting the Program

Reading Mastery Signature Edition, Grade 4, is a complete instructional program that you can present to an entire class or to smaller groups. This section of the *Teacher's Guide* gives general recommendations for presenting the program effectively. Detailed instructions for teaching specific exercises appear in the next section of the guide.

Scheduling the Reading Period

Every textbook lesson consists of **Before Reading**, **Reading**, and **After Reading** segments. If possible, try to present all three segments consecutively. The workcheck and the extension activities can be presented at any time after the students have completed the rest of the lesson.

The **Before Reading** segment—during which you present word practice, vocabulary, and comprehension exercises—usually takes about 15 minutes. The **Reading** segment—during which students read the textbook selection—lasts 30 to 45 minutes. The first part of the **After Reading** segment—during which students complete their workbook and textbook activities—takes about 30 minutes.

The time required for the workcheck and the extension activities varies, depending on the number of activities and the length of the workcheck. In general, at least 30 minutes is required. The workcheck can be presented immediately after students complete their independent work, later in the day, or just before the next day's lesson.

Here is one possible schedule for teaching a daily lesson:

- 8:45–9:00 **Before Reading** segment
- 9:00–9:45 **Reading** segment
- 9:45–10:15 **After Reading** segment
- 10:15–10:45 Workcheck and extension activities

If you divide your class into two groups for reading instruction, you can work with one group while the other group is completing the After Reading activities.

Using the Presentation Books

The presentation books contain complete directions for presenting every textbook lesson in the program. The directions are carefully written to make the teaching clear and unambiguous. The program will be most effective if the directions are followed closely.

The presentation books use several typefaces and other scripting conventions:

- Words you say appear in **blue type**.
- Words you emphasize appear in **bold blue type**.
- Instructions for you to follow appear in black roman type and are enclosed in parentheses.
- Student responses appear in *black italic type*.

- Questions that require a group response begin with the word *Everybody* and are followed by a signal and the exact group response. For example: **Everybody, what word?** (Signal.) *Florida.*
- Questions for individual students do not include the word *Everybody* and do not require a signal. Possible responses for these questions are enclosed in parentheses.
- For questions with exact answers, the student's response is preceded by the word *Response*. For example: **What's the title of this story?** (Response: *Ron's Summer Vacation.*)
- For questions with variable answers, the student's response is enclosed in parentheses and preceded by the word *Idea*. For example: **Why do you think Ron will be the main character?** (Idea: *Because his name is in the title.*) For these questions, accept any answers that express the correct idea, no matter what the phrasing.

Pacing the Lesson

You should present the daily lessons at a lively pace. Fast pacing keeps students thinking, encourages achievement, and reduces discipline problems.

With fast pacing, students are actively thinking and are unlikely to get distracted. You can also cover more of the lesson and give students more practice in specific concepts and strategies.

To set a fast pace, present the exercises quickly, but don't rush students into making mistakes. Experience will help you determine the appropriate pace for your students. If you study each lesson before presenting it to students, you will be able to set a faster pace because you will not have to refer to the presentation book for every word.

Using Signals

All word-practice tasks and most vocabulary tasks require unison group responses. When students respond in unison, you know that every student is initiating a response and every student is practicing the task. You can also monitor every student's response and correct mistakes immediately.

The signal eliminates the problem of one student leading the rest of the group. You initiate unison responses by using an audible signal. Use the following procedure.

1. Ask the specified question.
2. Pause for about one second.
3. Make an audible signal, such as a clap, a tap, or a finger snap. An audible signal is necessary because students are looking at their textbooks, not at you.
4. Listen to the group response and correct any errors.
5. Move quickly to the next question.

The pause separates the question from the signal and ensures that every student hears the signal. The pause should always last for about one second. When the pause is of a consistent and predictable length, the group will learn to respond on signal more readily.

Teaching to Mastery

All the exercises in the program should be taught to mastery. When an exercise is taught to mastery, every student in the group is able to respond to the questions and directions without making any mistakes.

Concepts and strategies taught in one lesson of the program are constantly applied and developed in subsequent lessons. When you teach a concept to mastery, students not only retain and apply the concept but are also prepared to learn related and more advanced concepts. By teaching every concept to mastery, you will help each student succeed.

Teaching Suggestions

This section of the *Teacher's Guide* presents specific teaching suggestions for each type of activity found in the program. The activities are discussed in the order in which they appear in a lesson. Most discussions include a description and rationale for the activity, followed by specific teaching suggestions.

Word Practice

The word-practice exercises present words from the textbook selections. These words are organized into lists. Students practice reading the lists so they can read the words accurately in the textbook selections. You direct students to read the words aloud and in unison.

There are three main types of word lists:

- **Hard Words.** These words are difficult to decode. You read each word aloud, and then the group reads the word.
- **Word Practice.** These words are easy to decode. You ask “Everybody, what word?” and the group reads the word.
- **Words with Similarities** (for example, Compound Words, Word Endings). For these words, you explain the similarity. For example, you say, “All these words end with the sound *shun*” or “All these compound words consist of two short words.” Students then read the words.

The sample lesson on page 10 of this guide shows examples of three types of lists (Hard Words, Compound Words, Word Practice).

Teaching Suggestions

Here are some suggestions for effectively presenting word practice exercises.

Maintain clear signals. For many exercises, you

1. Direct students to look at a word.
2. Say, “Everybody, what word?”
3. Pause.
4. Signal.

Students respond in unison. Use a clap or some other audible signal to indicate when students are to respond. Your signal should follow “Everybody, what word?” by about one second. The timing should always be the same—very rhythmical and predictable.

Position yourself so you can observe what students are doing. Do not just stand in front of the group as you present the word practice exercises. Instead, walk among students and look at their mouths to make sure they’re reading the words.

Focus on students who are most likely to make mistakes. Stand near one of these students as you present two or three words. Then move to another student. Observe whether students are

- looking at the appropriate words
- saying the words correctly
- responding on signal or merely waiting for others to lead them

Correct signal violations and slow responses. Some students may wait for other students to say the words. Unless all students respond together, you won’t know which students are having trouble, and you won’t be able to correct their mistakes.

To correct students who respond too soon or too late, say, “You have to wait for the signal” or “You are late.” Then repeat the exercise, praising students who respond on signal. Make sure your signal is clear.

Correct monotone responses. Some students may respond in a monotone. These responses may indicate students do not know the words they are reading or are merely copying the responses of other students.

To correct slow or monotone responses, say, “That doesn’t sound right. Listen to me.” Then read the word in a normal speaking voice. Finally, have students read the word. Ask them to “Read it the way you talk.”

Repeat each word that is read correctly by the group. For example, immediately after students read the word *fertile*, say, “Yes, fertile.” Sometimes students read words incorrectly, and you don’t hear their mistakes. If you routinely say each word after students read it, you guard against the possibility of students’ thinking their misreadings are correct.

Correct all word-reading errors immediately. Even if only one student in the group makes an error, correct the response as soon as you hear the error. Use the following procedure.

1. Say the word.
2. Have students repeat the word.
3. Have students spell the word.
4. Have students read the word again.
5. Direct students to return to the first word in the column and read all the words in the column again.

The last step is important. Students soon learn that they must remember how to read all the words in a column.

Treat each column as the unit of mastery.

The objective is for students to read all the words in each column quickly and without error. The unit of mastery is the column of words, not the individual word. Students must read all the words in one column correctly before you present the next column. When students master a column of words, they will probably be able to read those words correctly in the textbook selections.

Use individual turns. If you are unsure of some of your students’ responses, give them individual turns reading the words in a column.

Establish a goal for good performance. If students continue to make errors after you have corrected them, give them a goal—a reason for trying to perform well. You can use the present performance of the group to promote improvement. For example, if students usually need four repetitions of a list before they can read it without error, challenge them to master the list with only three repetitions.

Work on your presentation. If students continue to make mistakes when reading columns of words, there may be problems with your presentation. Make sure you

- correct all errors immediately
- do not permit individual students to lead the group
- do not permit monotone responses
- use good pacing

If students are still having problems after you have worked on your presentation, try giving them more frequent individual turns. Some students may also be in the wrong level of the program. If necessary, readminister the placement test.

Vocabulary

The program teaches the meanings of more than 600 vocabulary words and phrases. The program also provides extensive vocabulary practice to ensure that students use these words in multiple contexts.

All vocabulary words appear in teacher-directed exercises before they appear in a reading selection. The words are then reviewed in textbook and workbook exercises. The repeated appearance of vocabulary words in teacher-directed exercises, reading selections, and written exercises ensures that students have many experiences with these words.

The different types of vocabulary exercises in the program are discussed below.

Teacher definition. For these exercises, you define a vocabulary word and show how to use it in sentence context. Then students practice using the word in context.

Written definition. For these exercises, individual students read vocabulary definitions and then answer questions about the words.

Using context to predict meaning. The meanings of some vocabulary words can be predicted from sentence context. For these exercises, students hear or read a sentence containing a new vocabulary word and then predict the word's meaning. For example, students read the sentence, "They had a great celebration after winning the game." Students then use sentence context to predict what *celebration* means.

Identifying the meanings of common words. For words that students may already know, the teacher asks individual students to tell what the word means.

Vocabulary review. After vocabulary words are introduced, they are reviewed in different kinds of exercises. Some appear in Vocabulary Review exercises in the textbook. For these exercises, students typically identify the meaning of a word and then use it in context. Other vocabulary words are reviewed in workbook exercises. For these exercises, students use a list of vocabulary words to complete sentences. Vocabulary words are also reviewed in crossword puzzles.

Teaching Suggestions

Here are some suggestions for teaching the vocabulary exercises effectively.

Pace group-response tasks. Some vocabulary exercises require group responses. Try increasing the pause before signaling students to answer. Students often need thinking time to figure out the response. If you require them to answer too quickly, you may rush some of them into making mistakes.

Make sure individual responses are heard by the group. For many of the questions about new vocabulary, only one student gives the answer. You may have to repeat that student's answer to make sure the entire group hears the response.

Provide extra review for troublesome words. Take note of the vocabulary words that are still troublesome for students after two teacher-directed exercises. Review these words in subsequent lessons and at other times during the school day.

Accept all correct student responses. Sometimes students give a correct word meaning that is different from the meaning given in the vocabulary exercise. Accept all correct definitions and observe that some words have several meanings.

Correct all errors immediately. Most errors on vocabulary exercises occur when students have to replace an entire phrase with a single word, or vice versa. For example, after students learn that *request* means *ask for*, the teacher says, “What’s another way of saying **She asked for a glass of milk?**” Some students may answer, “She requested for a glass of milk.”

Correct errors of this type by emphasizing the correct answer and then repeating the task. For example:

1. The answer is **She requested a glass of milk.**
 - **Say it.** (Signal.) *She requested a glass of milk.*
2. **What’s another way of saying She asked for a glass of milk?** (Signal.) *She requested a glass of milk.*

Use a similar procedure to correct errors on all other vocabulary tasks. First emphasize the correct answer and then repeat the question. For students who still have trouble, try modeling the answer by “thinking aloud” before you signal.

Comprehension Concepts

In *Reading Mastery Signature Edition*, Grade 4, comprehension strategies are taught both in specific exercises and through comprehension questions. This section of the *Teacher’s Guide* discusses the specific exercises. For a discussion of the comprehension questions, see page 31.

The comprehension exercises are presented cumulatively, meaning that a particular concept is practiced repeatedly over several lessons and then applied in later lessons. This type of cumulative practice ensures that students apply what they learn in a variety of contexts.

The specific comprehension exercises in *Reading Mastery Signature Edition*, Grade 4, are listed below. The numbers indicate the range of lessons in which a particular concept is taught, applied, and reviewed.

- Main Idea: 48–119
- Supporting Details: 97–119
- Outlining: 102–120
- Fact and Fiction: 43–118
- Time Lines: 64–110
- Maps: 1–96
- Glossaries: 12–17
- Indexes: 35–45

Main Idea

The program places a strong emphasis on teaching students how to infer the main idea of a paragraph. Several exercises are used to teach this important concept.

The first type of main-idea exercise teaches students how to infer the main idea of a picture or a group of pictures. The exercise contains pictures that show a group of people doing the same thing (for example, women building a house) or one person doing a sequential action (for example, Phil planting a tree). Students write the main idea of the pictures (for example, “The women are building a house” or “Phil is planting a tree”).

In the next type of main-idea exercise, students read a group of sentences with common predicates (for example, *Roses grow in the summer. Pansies grow in the summer. Buttercups grow in the summer*) or with common subjects (for example, *Tina put the pencil into the sharpener. Then Tina turned the handle. Then Tina pulled the pencil out of the sharpener.*) Students write the main idea of each group of sentences (for example, “Flowers grow in the summer” or “Tina sharpened the pencil”).

In the final main-idea exercise, students read an entire paragraph and infer the main idea. Each paragraph has a main character or characters. Students identify the main character and then describe the main thing that character did. Many of the paragraphs are drawn directly from the textbook stories. This instructional strategy allows students to apply what they are learning about main ideas to their reading.

Supporting Details and Outlining

The first supporting-details exercise presents a paragraph and its main idea. Students read the paragraph and then list at least three supporting details for the main idea. In subsequent exercises, students write both the main idea of a paragraph and its supporting details.

In the outlining exercises, students are given an incomplete outline of a textbook selection they have already read. The outline shows the main ideas of the selection. Students then write at least three supporting details for each main idea. When students finish, they have a complete outline of the story.

Fact and Fiction

Many textbook selections highlight the differences between fact and fiction. For example, students read a factual article about animal domestication in lessons 41 and 42. Students then read a story about animal domestication in lessons 43 and 44. As students read the story, they identify differences in the factual and fictional versions of events. They subsequently complete comprehension exercises that require them to label events as factual or fictional.

Maps and Time Lines

Students receive extensive practice with maps and time lines. While reading *The Wonderful Wizard of Oz*, for example, students work on maps of the Land of Oz. They label the various sections of Oz, draw routes, and indicate where specific events occurred. They also answer questions about directional relationships and interpret common map symbols. Maps are also used with many other stories.

Time lines are used in conjunction with the biographies of Jackie Robinson and Jane Addams. Students learn important dates in each person's life and place those dates on a time line.

Glossaries and Indexes

Each textbook contains a glossary of all the vocabulary words presented in the book. Students learn to use the glossary through specific exercises. In these exercises, students look up words and write their meanings. Later in the program, students use the glossary to look up words during silent reading and to correct their written vocabulary exercises and crossword puzzles.

Students should not use the glossary when they initially do the vocabulary exercises. The exercises are designed to help students remember new vocabulary words. If students know they can look up words in the glossary, they will be less likely to remember those words.

The index exercises present sample index pages. Students locate entries on a specific topic and answer general questions about indexes.

Teaching Suggestions

Here are some suggestions for teaching the comprehension exercises.

Teach the exercises as indicated in the presentation book. New comprehension concepts are usually presented in a series of exercises that occur over several lessons. Students are then provided with practice in applying the concepts to different examples.

Monitor independent work performance. The students should be able to master each new concept within two or three lessons. If not, reteach the concept.

Reteach the concept to students who are having trouble. Repeat the exercises from the presentation book that teach the concept. Present individual turns to each student and reassign the exercises that appear in the textbook or workbook. Remind students that they will be using the concept in later lessons.

Oral Reading

Oral reading occurs in every lesson. In the **Before Reading** segment, students read word lists and vocabulary exercises. In the **Reading** segment, students read aloud from their textbooks. These readings include both story background passages and parts of the main textbook selection.

Story Background Passages

Some lessons contain background passages that students read aloud. These passages present information about the setting, events, or characters of a story. This background information helps students understand the stories more fully.

You call on different students to read several sentences aloud. During the reading, you present the comprehension questions specified in the presentation book. (Suggestions for presenting these questions are discussed on pages 31–32).

Students should demonstrate a thorough understanding of the background passages because they will be using that information as they read the stories. If students make frequent errors when answering questions about the passage, repeat the questions until students demonstrate better understanding.

Textbook Selections

Students read the first part of every textbook selection aloud, beginning with the title and continuing to the diamond symbol. You call on different students to read two or three sentences each. During the reading, you present the comprehension questions specified in the presentation book. (Suggestions for presenting these questions appear on pages 31 and 32.)

The oral reading segment has a decoding error limit, which is specified in the presentation book. The limit is based on the number of words to be read aloud and is calculated at the rate of two errors for every 100 words. If students finish their oral reading within the error limit, have them read the remainder of the selection silently.

If the group exceeds the error limit, students reread the oral-reading segment. Do not repeat the comprehension questions during the rereading.

Try to schedule the rereading as soon as possible. If there is time remaining in the scheduled period, start the rereading immediately. Students should not begin the silent reading and the independent work until they have read the oral-reading section within the error limit.

In lessons 1 to 30, a flower sign appears after the first 100 words of the story. If students make more than two errors before reaching the flower, ask them to reread that section and stay within the error limit. After students read to the flower symbol within the

error limit, you read the section again with appropriate expression. Try to provide students with a good model of fluent and expressive reading.

Teaching Suggestions

Here are some suggestions for conducting the oral reading part of the lesson.

Position yourself. If the group is large, circulate among students as they read and observe their performance. Spend most of your time near students who need the most help but move around enough to let all students know you are observing them.

Make sure you receive a frequent sample of each student's oral reading. Oral reading is especially important for students who are not fluent readers. If there are many students in your class, time may not permit you to call on each student to read every day. Make sure each student is called on every other day.

Do not call only on students who read well. All students should be given oral reading practice.

Do not overlook errors. Make it clear to students that if they exceed the error limit, they must reread the first part of the lesson.

Respond to students' efforts as they are reading. Give them specific feedback from time to time, particularly if they are obviously trying to read carefully. Tell fast readers who are making lots of errors to slow down. Encourage students who are guessing to read more carefully.

Make sure students follow along as others are reading. You can encourage students to follow along by asking them to listen for errors. They should raise their hands when they hear an error. Students lose their turn to read if they don't have their place when called on.

Encourage students to point to the words they are reading. By pointing, students practice reading throughout the group reading. If they do not point, they may practice only when they are reading aloud. Think of the pointing as a way of maximizing practice.

Recognize and correct decoding errors. Here is a list of the most common errors:

- *Leaving off an ending.* Saying *look* for *looked* is an error. Saying *run* for *runs* is an error.
- *Saying the wrong word.* Saying *a* for *the* is an error. Saying *what* for *that* is an error.
- *Repeated self-corrections.* A self-correction occurs when a student says the wrong word and then rereads the word correctly. If a student self-corrects repeatedly, count each self-correction as an error. Occasional self-correction is not an error.
- *Word omissions or additions.* If a student frequently omits or adds words to sentences, count the omissions and additions as errors.
- *Repeated line-skipping.* Occasional line-skipping should not be treated as an error. Simply tell the student to move up to the appropriate line and reread the entire sentence. However, if line-skipping occurs frequently, count each occurrence as one error.
- *Repeated rereadings.* Occasional rereadings to fix the phrasing of a sentence are acceptable. Chronic rereadings, however, should be treated as an error. Count one error if a student frequently reads sentences in this manner:
They went with—went with—the boys from—the boys from town.

- *Repeated word-part or syllable reading.* If a student almost always pronounces longer words a syllable at a time before saying the word, the student is making decoding errors. Count each chronic occurrence as one error.

Correcting Decoding Errors

Use the following procedure to correct decoding errors during oral reading:

1. Stop the student as soon as you hear the error. Do not wait for the student to finish the sentence.
2. Identify the error. Say, “You skipped a line” or “You left out a word” or “You repeated a word.” For misidentified words, simply say the word and ask the student to repeat it. For example, say, “That word is *wizard*. What word?”
3. Tell the student to read the sentence from the beginning.

The last step is particularly important. If the student correctly reads the sentence in which the error occurred, the correction has been effectively communicated. If the student makes the same mistake or a different one when rereading the sentence, count the mistake as an additional error and repeat the correction procedure until the student reads the sentence correctly.

Working with Poor Readers

Some students may consistently make decoding errors. Use the following procedures to help these students improve their oral reading.

Caution students to read carefully.

Sometimes students have the impression they should read as fast as they can. Tell these students to slow down and read accurately.

Provide additional individual checkouts for students who continue to have problems. Individual Fluency: Rate/Accuracy

checkouts occur during lessons 11, 21, 31, 41, 51, 61, 71, 81, 91, 101, and 111. (See page 35 for more information on the checkouts.) For students with decoding problems, you may want to give the checkouts more frequently.

Read long passages with individual students.

Often, a student who is weak in decoding will tend to make a greater number of errors when reading long passages. You can take turns with the student. You read a few lines and then the student reads the next few lines.

Ask students to catch your deliberate mistakes.

With this procedure, you read slowly and make mistakes from time to time. The student is to catch these mistakes. By reading slowly, you make it possible for students to follow along. By asking students to catch your mistakes, you encourage them to attend to the words even when they are not reading aloud.

Working with Good Readers

Some students who reach *Reading Mastery Signature Edition, Grade 4*, are proficient readers who make no, or only very few, decoding errors as they read. You may determine that daily oral reading is not necessary for these students and decide to drop the oral reading part of the lesson. Nonetheless, you should have them read orally at least once a week.

Students who are not proficient readers will benefit from daily oral reading practice. With these students, you should follow the directions that are contained in the lessons of the program.

Students who consistently finish their independent work before other students should be encouraged to read books and other print materials until the scheduled reading lesson is over.

Silent Reading

Students read the second part of each textbook selection silently. When students complete their silent reading, you present the comprehension questions specified in the presentation book. (Specific suggestions for presenting these questions appear on this page.)

Teaching Suggestions

Here are some ideas for helping students develop effective silent-reading strategies.

Watch students as they read. Make comments such as “Show me where you’re reading. You’re getting to an important part.”

Remind students that you will ask them questions about what they read. Tell students they will be able to answer the questions if they read carefully.

Have students who finish early begin the writing assignment. These students should not begin any other exercises until after you present the final set of comprehension questions.

Occasionally, you may have to present the comprehension questions before every student has completed the silent reading. If so, students who have not finished reading should stop reading, listen to the comprehension questions, and then complete the silent reading later.

Comprehension Questions

You present comprehension questions during the oral reading and after the silent reading. These questions involve literal and inferential comprehension, sequencing, supporting evidence, cause and effect, and other comprehension concepts. There are also questions about character development, viewpoint, setting, plot, and theme.

The comprehension questions are specified in the presentation book and are always asked of individual students.

Teaching Suggestions

Here are some techniques for effectively presenting comprehension questions:

Ask the specified questions during the oral-reading segment. Do not wait until the end of the lesson to present the comprehension questions. Many questions involve predictions and other concepts that students should apply while they are reading, not afterward.

Add your own comprehension questions. If students have problems with a particular question, ask additional questions that will help them answer the original question. You should also answer students’ questions, but do not become routinely sidetracked into long discussions. Instead, reserve occasional extra time for discussions of questions that are particularly interesting to students.

Accept all appropriate answers. Some questions require exact responses, but others can be answered in a variety of ways.

- For questions with exact answers, the student’s response is preceded by the word *Response*. For example: **What’s the title of this story?** (Response: *Ron’s Summer Vacation*.)
- For questions with variable answers, the student’s response is preceded by the word *Idea*. For example: **Why do you think Ron will be the main character?** (Idea: *Because his name is in the title*.) For these questions, accept any answers that express the correct idea, no matter what the phrasing.

Correct errors immediately. When a student makes a mistake on a comprehension question, immediately indicate that the answer is wrong. Then call

on another student to answer the question. If the second answer is incorrect, have all students find the specific sentence in the story that answers the question.

Present difficult questions twice. When a student makes a mistake on a difficult comprehension question, correct the error and mark the question in your presentation book. After you correct the error, say something like “I’m going to ask that question later, so remember the answer.” At the end of the comprehension questions, present any questions you marked, along with any related questions.

Independent Work

As part of every lesson, students work independently in their workbooks and textbooks. They complete exercises in five main areas:

- vocabulary
- comprehension concepts
- story questions
- writing assignments
- reference and study skills

Most of the workbook and textbook exercises relate directly to the textbook selections. This direct relationship demonstrates to students that what they read is important and useful. When they do their independent work, students are rewarded for reading with good comprehension and for remembering what they read.

After students finish the textbook selection for a particular lesson, they *first* do the workbook exercises for that lesson. Students write the answers to workbook exercises in the workbook itself. When they finish the workbook exercises, they complete the textbook exercises and the writing assignment on their own sheets of lined paper. They should write the lesson number

and the name of the exercise and should number their responses according to the exercise numbering.

Students should *not* be permitted to look up answers in the textbook when they are doing their independent work. Although students develop reference skills by using the textbook, the practice may prevent them from organizing and remembering information. For example, the independent work often requires students to arrange a list of story events in the correct order. Students who have trouble with these items may have an inadequate strategy for organizing events. You will not learn about their inadequate strategies if you allow them to look up the answers.

Teaching Suggestions

You should monitor students as they work independently. Plan to observe them during the independent work for about five minutes each day and possibly for a longer period during the first twenty lessons. Walk around the classroom and observe students as they work.

First observe students you are most concerned about and identify any specific problems these students have. If a common problem emerges, such as misinterpreting an item, look at other students’ papers. If many students are having the same problem, alert the class. For example, say, “Many students are not reading item six carefully.” If only a few students are having the problem, plan to remedy it during the workcheck.

Here is a checklist for identifying independent work problems:

Are students skipping items? If so, say, “Check your work and make sure you have completed every item.”

Are students reading items correctly? To answer correctly, students must first read the items correctly. You may be able to infer how

a student misread an item from the student's answer. For example, one item asks, "Why was Dorothy's house small?" Some students may answer "Yes." These students probably misread the item as "Was Dorothy's house small?" Tell these students to read the item again.

Are students working without help? A major purpose of the workbook and textbook exercises is to develop students' ability to work independently. The more you help students, the less you know about how much they are learning, and the more they will rely on your help.

Are students working at a reasonable rate? Students who are not used to working independently often do not use their time well. To help students manage their pace, tell them how much time has passed and how much time they have left.

Do students get stuck on a particular item? Students who have trouble with a particular item should complete their independent work and then return to the problem item. Tell these students to circle the problem item, complete the other items, and then return to the problem item.

Are their answers correct? If not, tell a student, for example, "Your answer to item 5 is not correct." Do not tell the student the answer.

Writing Assignments

Writing assignments occur at the end of almost every textbook lesson. Many of these assignments ask students to make judgments about important story events and to use evidence from the story to support their judgments. Other assignments encourage students to write about their personal responses to the selections. Students also write their own stories and poems.

Lessons 1–10 include detailed instructions for presenting the writing assignments. To present the assignment in these lessons, you first read it aloud and have students answer a series of questions related to the assignment. Then students complete the assignment by writing at least one paragraph. Finally, several students read their paragraphs aloud. You discuss with the class how well their paragraphs answer the assignment.

Questions or other prompts are included with most subsequent writing assignments. The questions help students organize their thoughts and check their completed assignments.

Teaching Suggestions

Here are some suggestions for presenting and evaluating the writing assignments.

Determine appropriate length. The writing assignments for lessons 1–10 include a minimum length requirement that ranges from three to ten sentences. Thereafter, the minimum length requirement is dropped. You should use your own judgment and your students' past performance to determine a minimum length for the subsequent writing assignments. Some assignments, such as writing stories, are conducive to longer responses. Others, such as formulating opinions or writing poems, may be considerably shorter. Generally, five to ten sentences should be adequate for each assignment, but encourage students to write as much as they want.

Evaluate according to content. The main point of the writing assignments is for students to get their thoughts on paper. Evaluations should be based on the content of the writing rather than the style. Focus on the ideas that students express and the evidence they present to support those ideas. Grammar and spelling should be attended to but should receive less emphasis.

Read examples of good writing. For every writing assignment, select a particularly good student paragraph and read it to the group. Explain what you like about the paragraph and invite students to comment.

Workchecks

The workcheck is a group activity. It should be conducted after students complete their independent work and before they begin the next lesson. Workchecks can be conducted right after the independent work, at another time during the day, or just before the next lesson. (The workcheck will be the opening event of the next lesson if students do their independent work as homework.) The workcheck takes about fifteen minutes.

The *Answer Key* contains reproductions of the workbook pages with answers written in. It also contains suggested answers for textbook exercises and criteria for evaluating the writing assignments.

During the workcheck, you first read the questions and answers for the workbook items, which are generally short. Students mark correct answers with a **C** and incorrect answers with an **X**. Then different students read their answers for the textbook activities. These answers are longer and more variable. You indicate whether each answer is correct. Finally, two or three students read their writing assignments aloud. You comment on each assignment.

Teaching Suggestions

Here are some techniques for conducting effective workchecks.

Vary the workcheck procedures. Students may check their own papers during the workcheck, or you may want to check the papers yourself. The fastest procedure is for you to read each item and the correct answer.

Keep moving ahead. If several students have questions about a particular item, tell them to mark the item with a question mark and explain that you will discuss the item later. Then move quickly to the next item.

Circulate among the students. Make sure they are marking each response. By circulating among the students, you will discourage them from changing their answers without first marking the items.

Give students time to correct their papers. Have them refer to the textbook selection and the glossary to correct their answers.

Count only some spelling errors. Spelling is corrected according to two simple rules.

- If the word appears in the question, it should be spelled correctly in the answer.
- If the word does not appear in the question, it should not be counted wrong if it is misspelled in the answer.

Accept variable responses for certain questions. Some questions can be answered in many different ways. For example, “Why did she go to the library?” can be answered with “To get a book” or “Because she wanted a book.” Judge the answers to these questions according to the ideas they express, not by their literal wording. Do not, however, accept incomplete answers. In the example above, “a book” would be an incomplete answer.

Give general criteria for the writing assignments. Time may not permit you to read and comment on every student’s writing assignment for every lesson. If not, review the general criteria for the writing assignment during the workcheck. Students can then evaluate their own writing. Do try, however, to give written comments to each student at least once a week.

Fluency: Rate/Accuracy Checkouts

Fluency rate and accuracy checkouts occur in every tenth lesson, starting with lesson 11. During a checkout, you measure each student's decoding rate and accuracy. In checkout lessons, the textbook selection is shortened, allowing you time to give each student a checkout.

To conduct a checkout, call one student to your desk while the rest of the group works on independent activities. The student then reads the first 100 words of the preceding day's lesson. You time the student and keep track of his or her errors.

- If the student reads the passage in one minute or less, while making no more than two errors, the student passes the checkout.
- If the student takes more than one minute to read the passage or makes more than two errors, the student rereads the passage until he or she passes the checkout.

The number of words to be read increases as students progress through the program. By the end of the program, students should be reading 150 words a minute. A complete rate chart appears below.

- Lessons 11, 21, 31, 41, 51: 100 words per minute.
- Lessons 61, 71, 81: 125 words per minute.
- Lessons 91, 101, 111: 150 words per minute.

A checkout takes about a minute and a half per student, so you should be able to check out twenty students in a half hour. If you can't check out all your students during the reading period, try to finish the checkouts at some time during the school day.

Teaching Suggestions

Get help if needed. A student from a higher grade or a student in the classroom may help with the checkouts. The main qualification for a student helper is the ability to identify decoding errors.

Identify decoding errors. Decoding errors consist of misidentifications, word omissions, line-skipping, and word additions. Self-corrections and word rereadings are also counted as errors. (See page 30 in the "Oral Reading" section for a complete description of decoding errors.)

Keep the student moving ahead. If the student does not read a word within two seconds, say the word, tally the error, and ask the student to continue reading.

Let students study the passage. If students fail the checkout after two tries, tell them the words they missed and have them study the passage, possibly as homework. Then conduct another checkout. Students who still have trouble should receive additional oral reading practice.

Fact Games

Fact games appear in the workbook in lessons 16, 26, 46, and 66. By combining work and fun, the games give students practice in using information they have learned.

Groups of four players and a student monitor play the game. More than one group can play simultaneously. A question sheet for each player appears in the workbook. To take a turn, a player rolls two number cubes, counts the number of dots shown, and responds to the corresponding item.

An assigned student monitor refers to the answer key in the back of the textbook and indicates whether the answer is correct. If it is, the player earns a point.

Complete instructions for the first game appear in lesson 16. After demonstrating a few “rounds” of the game, assign students to groups. Ideally, a group should consist of four players and a monitor. Try to avoid larger groups. Each player in a larger group will receive fewer turns, and the management problems of the group may increase. Do not place all the better students in one group. Instead, mix students.

Spelling

Present the spelling component at a time other than the period for reading. In other words, don’t allow spelling lessons to infringe upon the time you’ve scheduled for reading. Each spelling lesson takes about 10 to 15 minutes, so you can use these lessons flexibly during the time allotted for language arts instruction. Spelling instruction begins with lesson 1 of the reading program and matches each reading lesson through 120. (You present spelling lesson 1 on the same day as reading lesson 1.) Because reading lessons match with spelling lessons, you should never present a spelling lesson beyond the reading lesson you are teaching.

Although these spelling lessons, when taught to mastery, will markedly improve your students’ spelling ability, their greatest value might be in reinforcing reading. The ability to *encode* a word strengthens students’ ability to *decode* the word.

Students write answers for spelling activities on their own paper, so no additional student books are required. Students will need a red pen on test day.

Teaching Suggestions

Follow the same conventions and critical teaching practices for teaching the spelling lessons that you use for teaching the reading lessons. As in a reading lesson, use group responses, clear signals, and fast pacing.

See the *Spelling Presentation Book* for further details.

Program

Reference Materials

This section contains the following reference materials for *Reading Mastery Signature Edition, Grade 4*:

- The Placement Test (page 38) measures the decoding and comprehension skills of students entering *Reading Mastery Signature Edition, Grade 4*. The test results provide guidelines for grouping students and also allow you to identify students who should not be placed in the program. Complete instructions for administering and scoring the Placement Test are included in the *Curriculum-Based Assessment and Fluency Teacher Handbook*.
- The Scope and Sequence Chart (pages 39 and 40) offers a general overview of the concepts and strategies taught in the core textbook and workbook lessons.
- The Skills Profile Folder (pages 41–46) summarizes the skills presented in *Reading Mastery Signature Edition, Grade 4*, and provides space for indicating when the student has mastered each skill.
- The Vocabulary List (pages 47–49) shows all the vocabulary words and phrases taught in the program.
- The Family Letters (pages 50–53) can be used with the families of students in the program. Letters appear in both English and Spanish.
- The Sample Lesson section (page 54–68) includes a complete lesson from the presentation book, the textbook, and the workbook. Exercises from the *Spelling Presentation Book* and *Activities across the Curriculum* are included as well.

Placement Test

PART 1

An Underwater World

The diving boat was anchored in a place where the water changed from light green to dark, dark blue. One by one, the divers went down the ladder on the side of the boat and entered the warm water. The boat was about 1,600 kilometers east of Florida. They were south of the Bermuda Islands. Darla was the last diver to go down the ladder and enter the warm water.

“Now stick together,” the guide said as he floated with his mask tilted back on his forehead. “You’ve got your partners. Stay with your partner. If you see something you want to look at, signal me. If one person stops, we all stop or somebody’s going to get lost.”

The guide continued, “If you get separated, go to the surface of the water. Don’t try to look for the rest of us. Just go to the surface. And remember, don’t go up too fast. Take at least two minutes to go up, or you may get the bends.”

The bends. Darla had read about the bends. She knew that a person gets them because of the great pressure of the water.

Name _____

PART 2

1. Near which islands does this story take place?

2. Why was the group in this place?

3. Was the water warm or cold?

4. Who led the group?

5. Each diver was supposed to stay with a

6. What was a diver supposed to do if the diver wanted to stop to examine something?

7. What was a diver supposed to do if the diver got separated from the group?

8. What problem would the diver have if the diver went up to the surface too fast?

9. This problem was caused by the great _____ of the water.

Scope and Sequence Chart

The following scope and sequence chart offers a general overview of the concepts and strategies taught in the core textbook and workbook lessons for *Reading Mastery Signature Edition*, Grade 4. The concepts and strategies are divided into four principal areas: decoding, comprehension, literature, and composition.

The bars show how frequently a concept or strategy is practiced, as follows:

- Solid bars (———) show concepts or strategies that are practiced in **every** lesson.
- Dashed bars (- - - -) show concepts or strategies that are practiced in **most** lessons.
- Dotted bars (.....) show concepts or strategies that are practiced in **some** lessons.

The number at the beginning of each bar shows the lesson in which the concept or strategy is introduced. After introduction, all concepts and strategies are intermittently reviewed throughout the program.

CONCEPTS AND STRATEGIES

LESSONS

1 10 20 30 40 50 60 70 80 90 100 110 120

Decoding	reading words in lists	1	120
	reading aloud	1	120
	reading silently	1	120
	individual reading checkouts	11	120
Vocabulary	applying vocabulary definitions	1	120
	using vocabulary words in context	1	120
	creating vocabulary definitions	2	120
	using context to predict word meaning	3	120
	completing crossword puzzles	10	120
Literal Comprehension	answering literal questions	1	120
	recalling details and events	1	120
	following written directions	1	120
	identifying literal cause and effect	1	120
	sequencing narrative events	1	120
Interpretive Comprehension	inferring causes and effects	1	120
	inferring details and events	1	120
	predicting narrative outcomes	1	120
	relating titles and headings to content	1	120
	inferring main ideas	48	120
	inferring supporting details	97	120
Reasoning	drawing conclusions	1	120
	making comparisons	2	120
	evaluating problems and solutions	4	120
Literary Analysis	interpreting a character's feelings	1	120
	identifying features of settings	1	120
	pretending to be a character	2	120
	interpreting a character's motives	2	120
	inferring a character's point of view	3	120
	predicting a character's actions	4	120
	identifying character traits	5	120
	distinguishing fact and fiction	43	120
Types of Literature	realistic fiction	1	120
	fantasy	6	120
	short stories	1	120
	novels	6	120
	background passages	6	120
	poems	31	120
	factual articles	43	120
	biographies	61	120
Writing	writing answers to questions	1	120
	completing writing assignments	1	120
	outlining	102	120
Reference Materials	interpreting maps	1	120
	using glossaries	12	120
	using indexes	35	120
	interpreting time lines	64	120

The following chart may be reproduced to make a skills profile folder for each student. The chart summarizes the skills presented in *Reading Mastery Signature Edition, Grade 4*, and provides space for indicating when a student has mastered each skill.

READING ACTIVITIES

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Decoding Skills: Words	Orally reads lists of vocabulary words.	1–120	
	Orally reads names of states in the United States.	1–120	
	Orally reads lists of compound words.	1–120	
	Orally reads a list of regularly spelled words.	1–120	
	Orally reads a list of irregularly spelled words.	1–120	
	Orally reads a common word or phrase used in a <i>Textbook</i> selection.	2–120	
	Orally reads words with these endings: ly le ces ges ous tion dge ed ious y able less ible	Begins in lesson 2 5 14 14 21 27 39 40 68 98 113 118 119	
	Orally reads science words.	3–120	
	Orally reads a list of hard words.	5–120	
	Orally reads a homograph.	7–120	
	Orally reads words used in sewing.	9	
	Orally reads a list of words from the same word family. ou ur	Begins in lesson 35 104	
	Orally reads names of places.	41–120	
	Orally reads names of animals.	42–120	
	Orally reads sports words.	61–66	
	Orally reads the names of Greek gods and goddesses.	71–75	
	Orally reads the names of planets.	75	
	Orally reads contractions.	81–120	

READING ACTIVITIES (continued)

	Orally reads a list of job types.	89–120	
	Orally reads lists of compound words.	1–120	
Decoding Skills: Sentences and Stories	Reads part of a <i>Textbook</i> selection aloud.	1–120	
	Reads part of a <i>Textbook</i> selection silently.	1–120	
	Orally reads a given passage in one minute or less with a minimum of decoding errors.	11, 21, 31, 41, 51, 61, 71, 81, 91, 101, 111	
	Orally engages in paired-practice reading.	32–40, 42–50, 52–60, 62–70, 72–80, 82–90, 92–100, 102–110, 112–120	

COMPREHENSION ACTIVITIES

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Comprehension Skills: Comprehension Readiness	Follows directions presented orally by the teacher.	1–120	
	Answers comprehension questions about pictures in the <i>Textbook</i> .	1–120	
	Answers questions using picture clues.	56–120	
Comprehension Skills: Vocabulary	Explains the meaning of a common word or phrase used in a <i>Textbook</i> selection.	1–120	
	Reads lists of vocabulary words.	1–120	
	Answers questions about vocabulary words the teacher defines orally.	1–120	
	Answers questions about vocabulary words defined in writing.	3–120	
	Uses a vocabulary word correctly in a sentence.	1–120	
	Uses sentence context to predict the meaning of a vocabulary word.	3–120	
	Uses vocabulary words to complete a crossword puzzle.	10, 15, 17, 40, 70, 75, 79, 119	
	Adds an ending to a word and inserts the new word into a sentence.	3–120	
	Changes <i>y</i> to <i>i</i> before adding an ending to a word.	6–120	

COMPREHENSION ACTIVITIES (continued)

	Rewrites sentences using <i>neither-nor</i> .	44–46	
	Completes a sentence with a rhyming word.	51	
Comprehension Skills: Literal Comprehension	Answers literal questions about a <i>Textbook</i> selection.	1–120	
	Answers questions about a <i>Textbook</i> selection by identifying causes and effects.	1–120	
	Answers questions about a <i>Textbook</i> selection by recalling details and events.	1–120	
	Completes skill exercises by following written directions.	1–120	
	Puts a list of events from a <i>Textbook</i> story in the correct order.	10–120	
Comprehension Skills: Interpretive Comprehension	Predicts the outcome of a <i>Textbook</i> story.	1–120	
	Uses a <i>Textbook</i> story’s title as a basis for predicting its content.	1–120	
	Selects the chapter from which an event was taken.	8–120	
	Answers questions about a <i>Textbook</i> selection by inferring causes and effects.	1–120	
	Predicts the outcome of a <i>Textbook</i> story.	1–120	
	Uses a <i>Textbook</i> story’s title as a basis for predicting its content.	1–120	
	Chooses the chapter from which an event was taken.	8–120	
	Answers questions about a <i>Textbook</i> selection by inferring causes and effects.	1–120	
	Answers questions about a <i>Textbook</i> selection by inferring details and events.	1–120	
	Matches objects to their attributes.	9–120	
	Identifies known and unknown information based on given information.	9–120	
	Answers questions by making comparisons.	1–120	
	Classifies items in a list.	41–120	
	Infers the main idea of a single picture.	48	
	Infers the main idea of a sequence of pictures.	49–54	

COMPREHENSION ACTIVITIES (continued)

	Infers the main idea of a group of sentences with common subjects.	55–57	
	Infers the main idea of a group of sentences with common predicates.	58–71	
	Infers the main idea of a given paragraph.	72–120	
	Completes skill exercises by inferring story morals.	80–83	
	Reads the main idea of a given paragraph and then infers three supporting details for the main idea.	53–96	
	Infers the main idea of a given paragraph and then infers three supporting details for main idea.	97–120	
	Completes outlines for <i>Textbook</i> stories by specifying the supporting details for each given main idea.	102–104, 106–107, 111, 113, 117, 120	
Comprehension Skills: Reasoning	Answers questions about a <i>Textbook</i> selection by drawing conclusions.	1–120	
	Answers questions about a <i>Textbook</i> selection by evaluating problems and solutions.	1–120	

LITERARY SKILLS

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Literary Skills: Characters and Setting	Names the character a sentence describes.	5–120	
	Answers questions about a <i>Textbook</i> story by interpreting a character’s feelings.	1–120	
	Answers questions about a <i>Textbook</i> story by interpreting a character’s perspective.	11–120	
	Answers questions about a <i>Textbook</i> story by pretending to be a story character.	1–120	
	Answers questions about a <i>Textbook</i> story by interpreting a character’s motives.	1–120	
	Answers questions about a <i>Textbook</i> story by inferring a character’s point of view.	1–120	
	Answers questions about a <i>Textbook</i> story by predicting a character’s actions.	1–120	

LITERARY SKILLS (continued)

	Answers questions about a <i>Textbook</i> story by distinguishing between story characters.	5–120	
	Answers questions about a <i>Textbook</i> story by distinguishing between settings.	8–120	
Literary Skills: Types of Literature	Reads realistic fiction in the <i>Textbook</i> .	1–5, 34–40	
	Reads complete novels in the <i>Textbook</i> .	6–30, 96–120	
	Reads short stories in the <i>Textbook</i> .	1–5, 32–40, 54–58	
	Reads fantasy in the <i>Textbook</i> .	6–30, 67–70, 72–75	
	Reads poetry in the <i>Textbook</i> .	31, 51, 81–82	
	Reads an information article in the <i>Textbook</i> .	41–50, 52–53, 59–62, 75, 76, 83, 91–94, 95	
	Distinguishes between fact and fiction.	43–120	
	Reads a biography in the <i>Textbook</i> .	61–66, 83–90	
	Reads a folktale in the <i>Textbook</i> .	76–81	

STUDY SKILLS

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Study Skills: Writing	Writes answers to questions about a <i>Textbook</i> story.	1–120	
	Completes the following daily writing assignments in the <i>Textbook</i> :		
	paragraph	1–30, 32–39, 41–50, 52, 57	
	poem	31, 51, 76, 80–81	
	short story	33, 58, 75, 78, 80, 82, 109, 111	
	speech	40, 88	
	story ending	43, 118	
	description	46–48, 72, 103, 106, 113	
	comparison	53	
	essay	54–56, 59–62, 67–71, 74, 79–80, 83–87, 90–97, 112, 120	
	explanation or list	57, 101	
	informative or newspaper article	60, 65, 119	
	conversation	63–64, 73, 77, 98–99, 102, 105, 110, 117	
	play	114	
	letter	66, 100, 104, 107–108, 115, 116	

STUDY SKILLS (continued)

	Identifies a hyphen and tells how it is used.	31	
Study Skills: Using Reference Materials	Uses a given map to answer questions about a <i>Textbook</i> story about direction, relative size, proximity, labels, and other map-related concepts.	1–120	
	Completes activities by using definitions from the <i>Textbook</i> glossary.	12–17	
	Completes activities by using an encyclopedia.	35–120	
	Interprets an index.	35–41	
	Completes exercises by answering questions about a time line.	64–68, 74, 86, 90, 92, 94–96, 110	
	Completes exercises by answering questions about a table of contents.	95	

Vocabulary List

The following list shows all the vocabulary words and phrases taught in *Reading Mastery Signature Edition*, Grade 4. The list shows the number of the lesson in which each word or phrase is introduced. For example, *abandon* is introduced on lesson 89.

abandon	89	brisk	9	convince	104	disappeared	4
ability	96	brook	8	coronation	116	discontent	68
abruptly	36	bruise	32	countless	19	disgraceful	44
abundant	74	budge	3	courage	13	disgusting	30
accept	43	buds	47	courtyard	23	dismally	7
admit	19	bundle	23	cousin	65	dismiss	100
advance	22	burly	109	coward	14	distressed	88
advantages	41	butler	101	cozy	16	dome	10
affection	48	calculate	67	cradle	5	domestic animals	40
agile	84	calf	111	craft	95	dose	29
alas	82	capable	109	creature	60	down	56
alert	34	career	64	crest	45	draped	86
alley	98	carve	93	crops	10	drawn	18
aloft	82	cashier	2	crouch	15	dread	77
amused	10	cast	57	cruelty	24	dreadful	15
apparent	9	castle	23	cultivate	72	dreary	11
appetite	68	cattle	112	cunning	23	drowsy	105
approach	4	caution	38	cupboard	3	dugout	61
approve of	14	celebration	3	current	4	duties	115
armed	115	century	60	curtsy	17	dwarf	55
article of clothing	106	ceremony	117	cyclone	7	dwelled	18
assignment	1	chandelier	78	daily	116	earnestly	10
assist	106	chant	109	dangerous	4	ease	32
astonished	14	chariot	71	dangling	39	echo	32
astonishment	74	charm	9	daring	61	embrace	48
athlete	61	charred	108	dazzle	16	emeralds	8
attic	5	chattering	23	deaf	7	endangered	59
awkward	13	cheering	8	deathbed	116	endurance	35
balanced	8	chorus	30	deceive	28	enlarge	52
bald	26	civilized	8	decent	64	enormous	21
balk	65	clothesline	110	declared	12	envy	68
band	114	clumsiness	11	decline	60	eventually	44
bankrupt	95	cluster	16	defeat	66	evidence	107
bargain	43	clutched	49	deity	71	exchanged	46
barge	103	cock your head	35	delicious	9	exclaim	25
barrier	35	coil	46	delightful	16	exhausted	35
basin	19	comforted	12	deny	116	expecting	2
battered	23	companions	12	descended	44	experience	27
betray	114	complain	63	desert	12	extend	29
biography	61	comrade	13	deserve	68	extinct	59
blurred	104	conceal	77	desolate	76	eye	110
blurt out	35	conduct	107	despair	68	face	57
bold	61	confess	113	desperately	23	farewell	29
bondage	7	confidence	27	despite	80	fascinated	87
boulder	3	confine	60	develops	34	fate	23
bound	113	confine	94	diamonds	8	fathom	95
bounding	3	congratulate	28	diaper	101	feast	24
brace yourself	36	conquer	71	dignity	98	fertile	72
brand	109	consider	27	dilapidated	36	fiddlers	10
brawl	109	contents	28	dimple	70	field of grain	10
brilliant	7	contract	65	disagreeable	74	file	103

filth	88	hush	29	mad	100	overheard	26
fine	23	husky	10	magnificent	38	page	100
fined	88	hustle	97	maiden	12	pantry	81
flickered	46	ideal	48	major leagues	61	parlor	81
flogged	114	identical	100	manager	4	passage	13
flushed	49	identify	51	marble	19	pasture	34
fond of	17	ignorant	96	marvel	36	patrician	99
for	7	ignored	4	mass	5	pattering	25
foreman	84	imitate	27	meadow	16	pauper	91
fortunate	11	imposter	118	mechanic	63	pave	9
foul	98	in disguise	71	meek	21	pearly	81
fragrance	74	in spite of	5	mend	24	peculiar	15
frantically	39	inconvenient	12	merciful	99	peddler	84
frenzy	68	infant	87	merrily	5	penalty	115
gagged	113	inform	113	messenger	8	people of flesh and blood	11
gallop	36	inhabitant	74	migrate	51	permit	17
garment	106	inhale	67	miraculous	72	persuade	76
gasp	111	injured	9	mischievous	25	pester	101
generation	41	inn	104	miserable	45	pity	68
gifted	96	innocent	114	misery	53	plant	61
gingham	9	insane	70	misfortune	13	plentiful	51
glare	16	inspect	101	misplaced	107	plod	34
gleam	67	instead	1	mistreat	114	plumbing	91
glittered	18	insult	62	mistress	17	plump	89
gloomy	15	intend	113	mock	36	portrait	78
glossy	70	intense	53	moss	33	pose	99
gnaw	43	intently	58	motionless	12	poster	1
gorgeous	8	interview	90	motley	110	pounce	43
gossip	116	invest	88	mount a horse	37	pound	38
gradually	27	irritable	110	mourn	106	poverty	76
grant	21	jagged	13	moved	13	prairie	7
grapple	48	journey	9	murmur	46	prance	39
grate	50	jutted out	49	mysterious	52	prefer	19
grave	101	kayak	1	mystery	12	presence	18
greedy	70	kayaking	1	nag	34	prey	41
grief	78	keen	41	naked	48	priest	97
grindstone	22	kennel	55	narrator	61	prince	91
grope	111	kingdom	22	National League pennant	62	prison cell	116
guardian	19	knowledge	27	nimble	73	procession	117
guilty	49	lack	3	notice	3	profit	87
habitat	59	lagging behind	39	nudge	34	promoted	64
harbor	91	lanterns	5	numb	37	promptly	26
hardware	91	lash	109	oats	18	properly	93
hasty	77	lean	44	obstacle	35	prosper	109
haunt	48	leather	9	occupied	68	pure	22
hearty	10	lecture	95	odor	17	push a horse too hard	38
high spirits	27	ledge	55	officer	64	quail	55
hither	82	let a horse out	38	official	107	quarterback	63
hoarse	57	limb	109	officials	37	quiver	50
hold a horse in	38	limp	53	operate	58	raft	16
honor	66	linen	68	opportunity	92	rapids	2
horizon	5	lingered on	47	oppose	66	rattled	64
hospitable	111	lining	25	optimistic	94	ray of sunshine	12
hospitality	72	litter	53	ordeal	106	reared up	49
hue	82	long for	78	organization	64	receiver	56
humble	94	long jump	63	original	70	recover	48
humbug	26	lumbering	102	orphan	7	reeds	32
humorous	95	lunge	50	overcast	111	reel	115
hurl	46						

reflection	33	shrill	17	supplies	3	wisdom	96
refreshed	16	shrug	3	suspected	10	withdraw	106
refuse	78	shudder	104	suspicious	105	witness	50
regain your senses	99	sift	67	sympathy	73	witty	73
regret	104	silk	9	take advantage	102		
relatives	40	singed	21	talented	62		
reluctant	53	sketchbook	1	tattered	97		
remarkable	14	slate	9	tempt	23		
replaced	28	slightest	22	tenderly	24		
represented	10	sling	108	terrify	76		
request	21	slosh	45	terror	21		
reserve	59	slum	83	therefore	17		
resident	87	slumber	115	thoroughbred	34		
resist the impulse	35	smuggle	116	throne	18		
resolved	10	snarling	5	timid	17		
resources	59	sneer	46	tint	19		
restricted to	64	snug	15	toil	72		
retire	66	sob	9	toils	102		
retreat	102	sober	3	tolerated	48		
reunited	25	sober	5	torment	98		
ridge	55	sole	98	trace of	80		
riot	117	solemn	9	trade	97		
ripples	7	solitary	60	tragic	112		
rookie	62	soothe	76	trance	89		
rose water	101	sorceress	8	treacherous	44		
rubies	7	sorrow	14	tremendous	21		
rude	97	spacious	74	trot	9		
ruffian	105	spawn	51	trust appearances	80		
ruler	92	spear	23	tug	29		
run a risk	110	species	59	turf	38		
runners	47	spectacles	19	tussle	53		
rust	5	spectacular	90	unbearable	14		
rustling	45	spectators	36	under arrest	118		
salute	97	spell	80	uneasy	28		
sap	47	spicy	17	unexpectedly	57		
satisfaction	12	splendid	15	unleash	96		
saucer	98	spoil	11	untilled	23		
sawdust	28	sprawling	57	usual	2		
scarcely	16	sprinkled	8	utter	29		
scarlet	16	staff	72	vacation	1		
scent	17	staggered	47	vagrant	109		
schedule	63	stall	35	vanish	2		
scout	64	startled	2	vast	103		
scrambled	44	steal a base	62	velvet	9		
scurry	91	stocking cap	56	ventriloquist	27		
seal	107	stocks	116	victim	70		
seaman	102	stout	102	vivid	44		
secure	68	straining	39	volunteer	51		
seize	23	strangle	49	wages	88		
selfish	76	stray	35	wail	5		
sensitive	53	stretch	49	wand	103		
shabby	37	stricken	99	ward	87		
shall	43	strides	14	weary	81		
shattered	106	stubborn	88	weep	21		
shawl	86	studded	19	whisk	30		
shears	28	stunned	18	whittling	46		
shiver	14	subtle	82	widow	112		
shouldered his axe	13	suburbs	83	wild goose chase	57		
shrewd	73	supervisor	87	willingly	21		

Grade 4, Letter 1

To the family of _____

This school year your child is enrolled in Grade 4 of the *Reading Mastery Signature Edition* reading program. The program will help your child develop the reading skills needed for success in school. Your child will be reading classic novels, such as *The Wonderful Wizard of Oz*, several well-known short stories, some nonfiction articles, and some poems. Many difficult vocabulary words are introduced. Vocabulary exercises in the program will help your child review, remember, and apply the words that are taught.

Your child will learn study skills, including making outlines, interpreting maps, using indexes, and interpreting time lines. These skills will help your child in other subject areas, such as science and social studies.

In *Reading Mastery Signature Edition*, Grade 4, your child will work on important writing and language arts skills. Research projects will require finding, reading, and using information to write reports. In other writing assignments, your child will apply information from the stories and articles that appear in the program.

The best thing you can do this year is to let your child know that the work done in *Reading Mastery Signature Edition*, Grade 4, is important. Encourage your child to read something at home every day. Remind your child “the more you read, the better reader you will be.”

If you have any questions or want more ideas about how to help your child with reading this year, please call me at the school. I’ll be happy to talk with you.

Thank you,

4o Grado, Carta 1

Para la familia de _____

Este año escolar su hijo(a) está inscrito(a) en el programa Reading Mastery Signature Edition. Este programa le ayudará a su hijo(a) a desarrollar las destrezas de lectura necesarias para triunfar en la escuela. Este año su hijo(a) estará leyendo novelas clásicas tales como *El mago de Oz*, algunos cuentos bien conocidos, varios artículos de historias reales, y algunos poemas. Se introducirán en el 4o Grado muchas palabras de vocabulario difíciles. Los ejercicios de vocabulario le ayudarán a su hijo(a) a repasar, recordar y aplicar las palabras que se le han enseñado.

Su hijo(a) aprenderá destrezas de estudio como resumir, interpretar mapas, usar índices e interpretar líneas de tiempo. Estas destrezas le ayudarán a su hijo(a) en otras áreas tales como las ciencias y los estudios sociales.

En *Reading Mastery*, 4o Grado, su hijo(a) trabajará en destrezas importantes de lenguaje y escritura. Los proyectos de investigación requerirán que encuentre, lea y utilice la información para escribir reportes. En otros trabajos de escritura su hijo(a) aplicará la información de los cuentos y los artículos leídos en el programa.

Lo mejor que usted puede hacer este año es dejar que su hijo(a) sepa que el trabajo que hace en *Reading Mastery*, 4o Grado, es importante. Anímelo(a) a leer algo en la casa diariamente. Recuérdele que “mientras más lea, un mejor lector será”.

Si usted tiene alguna pregunta o quiere más ideas acerca de cómo ayudar a su hijo(a) con la lectura este año, por favor llámeme a la escuela. Me encantará hablar con usted.

Gracias,

Grade 4, Letter 2

To the family of _____

Your child has completed _____ lessons of *Reading Mastery Signature Edition*, Grade 4. Every day your child has worked on reading skills needed to achieve good grades in school. Your child can now read quickly and accurately. During this school term, your child has also learned many study skills and can now find, read, and use information to write research reports. These are important skills that will lead to success next year in school and in all the years to come.

During this break in the school year, encourage your child to read something every day. As in anything we attempt to learn, reading takes practice—lots of it. Remind your child “the more you read, the better reader you will be.” Tell your child you are proud of the progress made in school.

If you have any questions or want more ideas about how to help your child with reading during this break in the school year, please call me at the school. I’ll be happy to talk with you.

Thank you,

4o Grado, Carta 2

Para la familia de _____

Su hijo(a) ha terminado _____ lecciones de *Reading Mastery Signature Edition*, 4o Grado. Cada día su hijo(a) ha trabajado en las destrezas de lectura necesarias para obtener buenas calificaciones en la escuela. Su hijo(a) ahora puede leer rápidamente y con precisión. Durante este período escolar, su hijo(a) ha aprendido además muchas destrezas de estudio y ahora puede encontrar, leer y usar información para escribir reportes. Estas son destrezas importantes que conducirán al éxito en el próximo año escolar y en los años venideros.

Durante este receso del año escolar, anime a su hijo(a) a leer algo diariamente. La lectura requiere mucha práctica al igual que todo lo que intentamos aprender. Recuérdele a su hijo(a) que “mientras más lea, un mejor lector será”. Dígale que usted está orgulloso(a) de su progreso en la escuela.

Si usted tiene preguntas o quiere más ideas acerca de cómo ayudar a su hijo(a) con la lectura durante este receso, por favor llámeme a la escuela. Me encantará hablar con usted.

Gracias,

Sample Lesson

The following section contains a sample lesson (lesson 21) from *Reading Mastery Signature Edition*, Grade 4. The lesson includes materials from the presentation book, textbook, and workbook. Also included is Activity 8 from *Activities across the Curriculum*.

The examples in this section are of value to anyone learning to use *Reading Mastery*. In particular, these samples give participants in staff-development sessions the opportunity to practice the procedures needed to organize and teach the lessons, exercises, and activities of the program.

BEFORE READING

(Have students find lesson 21, part A, in their textbooks.)

EXERCISE 1

Hard Words

- Everybody, find column 1. ✓
 - The words in this column are hard words from your textbook stories.

1. rhinoceros	3. grindstone
2. singe	

- Word 1 is **rhinoceros**. Everybody, what word? (Signal.) *Rhinoceros*.
 - (Repeat for every word in the column.)
- Let's read these words again.
- Word 1. Everybody, what word? (Signal.) *Rhinoceros*.
 - (Repeat for every word in the column.)
- (Repeat the column until firm.)

EXERCISE 2

Word Endings

- Everybody, find column 2. ✓
 - All those words end with the sound **us**.

1. enormous	3. anxious
2. tremendous	4. gorgeous

- Word 1. Everybody, what word? (Signal.) *Enormous*.
 - (Repeat for every word in the column.)
- (Repeat the column until firm.)

EXERCISE 3

Word Practice

- Everybody, find column 3. ✓
 - We're going to practice these words.

1. giant	3. dreadfully
2. disappointed	4. expect

- Word 1. Everybody, what word? (Signal.) *Giant*.
 - (Repeat for every word in the column.)
- (Repeat the column until firm.)

EXERCISE 4

New Vocabulary

- Everybody, find column 4. ✓
 - First we'll read the words in this column. Then we'll talk about what they mean.

1. enormous	6. grant
2. meek	7. terror
3. weep	8. request
4. willingly	9. singed
5. tremendous	

- Word 1. Everybody, what word? (Signal.) *Enormous*.
 - (Repeat for every word in the column.)
- (Repeat the column until firm.)
- Now let's talk about what these words mean.

Word 1

- Word 1 is **enormous**.
 - Another word for *huge* is **enormous**.
- Everybody, what would you call a huge lion? (Signal.) *An enormous lion*.
 - Everybody, what would you call a huge mountain? (Signal.) *An enormous mountain*.

Word 2

- Word 2 is **meek**.
 - Another word for *timid* is **meek**.
- Everybody, what's another way of saying **She spoke timidly**? (Signal.) *She spoke meekly*.
 - Everybody, what's another way of saying **Her expression was timid**? (Signal.) *Her expression was meek*.

Word 3

- Word 3 is **weep**.
 - Another word for *cry* is **weep**.
- Everybody, what's another way of saying **cry very hard**? (Signal.) *Weep very hard*.

Word 4

- Word 4 is **willingly**.
 - When you do something on purpose, you do it **willingly**.
- Everybody, what's another way of saying **I never killed anything on purpose?** (Signal.) *I never killed anything willingly.*

Word 5

- Word 5 is **tremendous**.
 - Another word for *very great* is **tremendous**.
- Everybody, what's another way of saying **There was a very great storm?** (Signal.) *There was a tremendous storm.*
 - Everybody, what's another way of saying **She had very great powers?** (Signal.) *She had tremendous powers.*

Word 6

- Word 6 is **grant**.
 - When you give a person what that person wishes, you **grant** that person's wish.
- Everybody, what do you do when you give a person what that person wishes? (Signal.) *You grant that person's wish.*

Word 7

- Word 7 is **terror**.
 - Another word for *great fear* is **terror**.
- Everybody, what's another way of saying **She felt great fear?** (Signal.) *She felt terror.*
 - Everybody, what's another way of saying **He almost fainted from great fear?** (Signal.) *He almost fainted from terror.*

Word 8

- Word 8 is **request**.
 - When you ask for something, you **request** that thing.
- Here's another way of saying **She asked for a glass of milk: She requested a glass of milk.**
 - Everybody, what's another way of saying **She asked for a glass of milk?** (Signal.) *She requested a glass of milk.*
 - Everybody, what's another way of saying **The Woodman asked for a heart?** (Signal.) *The Woodman requested a heart.*

Word 9

- Word 9 is **singed**.
 - Something that is slightly burned is **singed**.

- Everybody, what's another way of saying **The fire slightly burned her hair?** (Signal.) *The fire singed her hair.*

READING**EXERCISE 5****Reading to the Flower**

- Everybody, find part B. ✓
 - We're going to read to the flower.
- (Call on individual students to read two or three sentences each, starting with the title.)
- (After the group reads to the flower while making no more than two errors, read the first part of the story aloud and ask the questions.)

Chapter 16**The Wizard and Dorothy**

Dorothy opened the door to the throne room and walked boldly through. She found herself in a wonderful place. It was a big round room with a high arched roof. The walls, ceiling, and floor were covered with large emeralds set closely together. In the center of the roof was a great light, as bright as the sun, which made the emeralds sparkle in a wonderful way.

But what interested Dorothy most was the big throne of green marble that stood in the middle of the room. It was shaped like a chair and sparkled with gems, as did everything else. ✨

- Name some things that Dorothy saw in the throne room. (Ideas: *A high arched roof; large emeralds; a great light; a big throne.*) ①

EXERCISE 6**Reading Aloud**

- The error limit for this lesson is nine.
- (Call on individual students to read two or three sentences each.)
- (After students complete each section, ask the questions for that section.)

In the center of the chair was an enormous head, floating by itself, without a body, arms, or legs. There was no hair on the floating head, but it had eyes and a nose and a mouth and was much bigger than the head of the biggest giant.

As Dorothy gazed at the head in wonder and fear, the eyes turned slowly and looked at her sharply and steadily. Then the mouth moved, and Dorothy heard a voice say, "I am Oz, the Great and Terrible. Who are you, and why do you want to see me?"

Oz's voice was not as awful as Dorothy had expected, so she took courage and answered, "I am Dorothy, the Small and Meek. I have come to you for help."

- Oz said that he was Great and Terrible. What did Dorothy say that she was? (Response: *Small and meek.*) (R)
- What does *meek* mean? (Idea: *Timid.*) (UCCM)
- Why do you think Dorothy called herself small and meek? (Ideas: *To show that she wasn't great and terrible; to show that she was different from Oz.*) (MJ)

The eyes looked at her thoughtfully for a full minute. Then Oz said, "Where did you get the silver shoes?"

"I got them from the Wicked Witch of the East when my house fell on her and killed her," she replied.

"Where did you get the mark on your forehead?" Oz continued.

"That is where the Good Witch of the North kissed me when she said goodbye and sent me to you," said the girl.

- Which character owned the silver shoes before Dorothy? (Idea: *The Wicked Witch of the East.*) (ND)
- Which character kissed Dorothy on the forehead? (Idea: *The Good Witch of the North.*) (ND)

Again the eyes looked at her sharply, and they saw that she was telling the truth. Then Oz asked, "What do you want me to do?"

"Send me back to Kansas, where Aunt Em and Uncle Henry are," she answered earnestly. "I don't like your country, although it is beautiful. And I am sure Aunt Em is dreadfully worried by my being away so long."

The eyes blinked three times. Then they turned up to the ceiling and down to the floor and rolled around so strangely that they seemed to see every part of the room. And at last they looked at Dorothy again.

"Why should I do this for you?" asked Oz.

"Because you are strong and I am weak; because you are a great wizard and I am only a small child."

"But you were strong enough to kill the Wicked Witch of the East," said Oz.

"That just happened," answered Dorothy. "I could not help it."

"Well," said Oz, "I will give you my answer. You have no right to expect me to send you back to Kansas unless you do something for me. In this country, people must pay for everything they get. If you want me to use my magic power to send you home again, you must do something for me first. Help me and I will help you."

"What must I do?" asked the girl.

"Kill the Wicked Witch of the West," answered Oz. ♦

- The head told Dorothy that in this country people must pay for something. What must they pay for? (Idea: *Everything they get.*) (R)
- What does that mean: **They must pay for everything they get?** (Idea: *People have to do something in return for Oz's using his power.*) (UCCM)
- What did Dorothy want Oz to do for her? (Idea: *Send her back to Kansas.*) (R)
- What did Oz say that she would have to do first? (Idea: *Kill the Wicked Witch of the West.*) (Seq)

EXERCISE 7

Silent Reading

1. Read the rest of the chapter to yourselves and be ready to answer some questions.

"But I cannot!" exclaimed Dorothy, greatly surprised.

"You killed the Witch of the East, and you wear the silver shoes, which have a magic charm. There is now only one Wicked Witch left in all this land, and when

you can tell me that she is dead, I will send you back to Kansas—but not before.”

The girl was so disappointed that she began to weep. The eyes blinked again and looked at her anxiously, as if the great Oz felt that she could help him if she wanted to.

“I never killed anything willingly,” she said. “And even if I wanted to, how could I kill the Wicked Witch? If you, who are great and terrible, cannot kill her yourself, how do you expect me to do it?”

“I do not know,” said Oz. “But that is my answer, and until the Wicked Witch dies, you will not see your uncle and aunt again. Remember that the Witch is wicked—tremendously wicked—and must be killed. Now go and do not ask to see me again until you have done your task.”

- How did Dorothy feel about killing the Wicked Witch? (Idea: *She didn't want to do it; she began to weep.*) (DCE)
- Did Oz know how to kill the Wicked Witch? (Response: *No.*) (MJ)

AFTER READING

EXERCISE 8

Independent Work

1. Do all the items in your workbook and textbook for this lesson.
2. (The independent work in this lesson includes the following activities.)
 - Story details
 - Sequencing
 - Perspectives
 - Character traits
 - Settings
 - Vocabulary matching
 - Comprehension
 - Writing

EXERCISE 9

Fluency: Rate/Accuracy

1. Today is a reading checkout day. While you're doing your independent work, I'll call on each student to read part of yesterday's chapter.
- When I call on you, come to my desk and bring your textbook with you.

2. (Call one student at a time to your desk. Have the student read aloud the flower segment of lesson 20.)
3. (Time each student and keep track of his or her errors.)
 - (If the student reads the passage in one minute or less, while making no more than two errors, the student passes the checkout.)
 - (If the student takes more than one minute to read the passage or makes more than two errors, have the student reread the passage until he or she reads it in one minute or less, with two errors or less.)

The Emerald City

When the little green man saw Dorothy and her companions, he asked, “What do you wish in the Emerald City?”

“We came here to see the Great Oz,” said Dorothy.

The man was so surprised at this answer that he sat down to think it over.

“It has been many years since anyone asked me to see Oz,” the green man said. “He is powerful and terrible, and if you come here for the foolish reason of bothering the wise thoughts of the great Wizard, he might be angry and destroy you all in an instant.” ❁

EXERCISE 10

Workcheck

1. (Using the Answer Key, read the questions and answers for the workbook.)
2. (Have students read their answers for the textbook activities.)
3. (Have two or three students read their writing assignments aloud. Comment on each assignment.)
4. (Have students correct and turn in their work.)

SPELLING

(Present Spelling lesson 21 after completing Reading lesson 21. See *Spelling Presentation Book*.)

A WORD LISTS

1

Hard Words

1. rhinoceros
2. singe
3. grindstone

2

Word Endings

1. enormous
2. tremendous
3. anxious
4. gorgeous

3

Word Practice

1. giant
2. disappointed
3. dreadfully
4. expect

4

New Vocabulary

1. enormous
2. meek
3. weep
4. willingly
5. tremendous
6. grant
7. terror
8. request
9. singed

B READING

Chapter 16

The Wizard and Dorothy

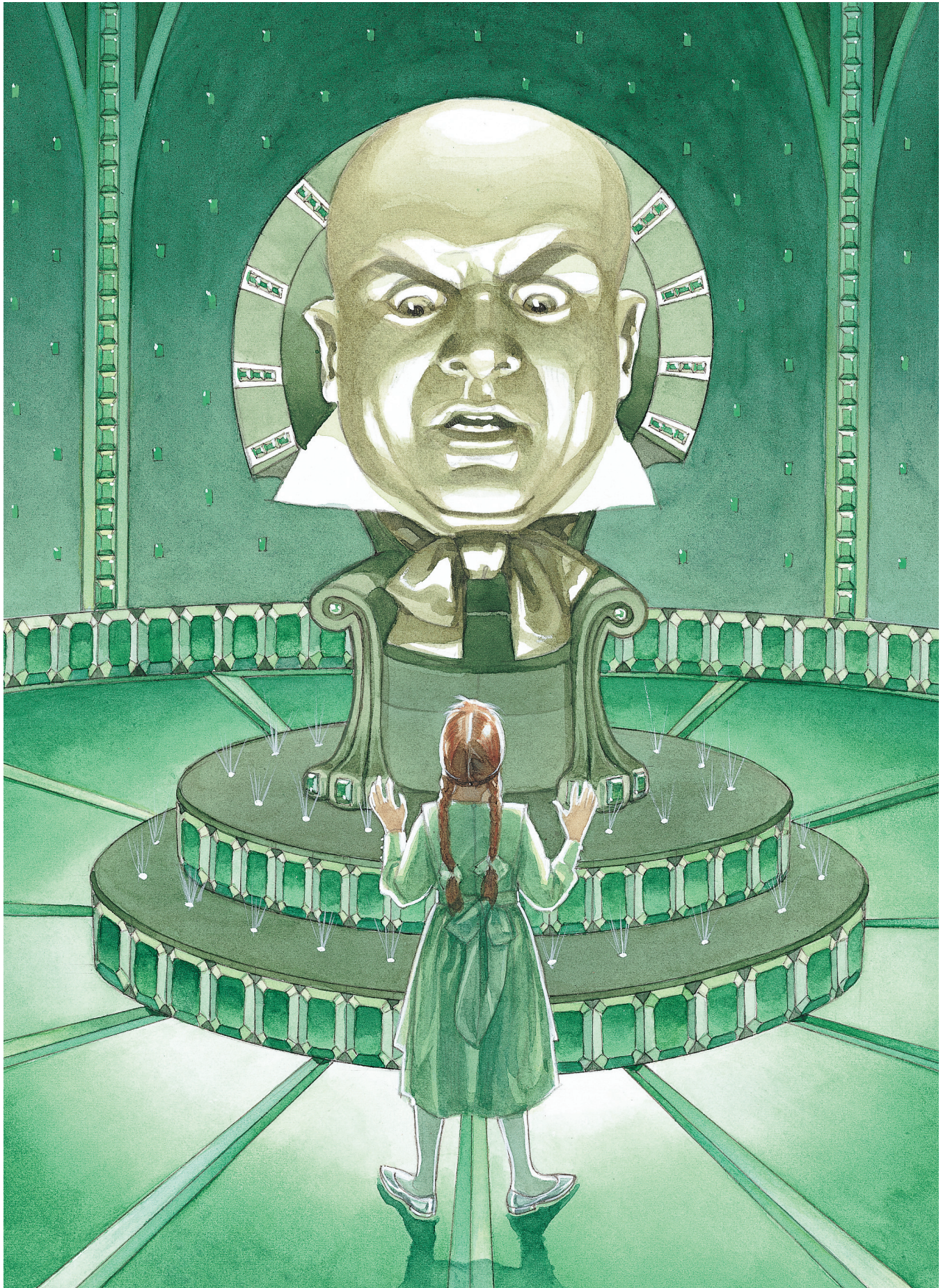
Dorothy opened the door to the throne room and walked boldly through. She found herself in a wonderful place. It was a big round room with a high arched roof. The walls, ceiling, and floor were covered with large emeralds set closely together. In the center of the roof was a great light, as bright as the sun, which made the emeralds sparkle in a wonderful way.

But what interested Dorothy most

was the big throne of green marble that stood in the middle of the room. It was shaped like a chair and sparkled with gems, as did everything else. ✿

In the center of the chair was an enormous head, floating by itself, without a body, arms, or legs. There was no hair on the floating head, but it had eyes and a nose and a mouth and was much bigger than the head of the biggest giant.

As Dorothy gazed at the head in



wonder and fear, the eyes turned slowly and looked at her sharply and steadily. Then the mouth moved, and Dorothy heard a voice say, "I am Oz, the Great and Terrible. Who are you, and why do you want to see me?"

Oz's voice was not as awful as Dorothy had expected, so she took courage and answered, "I am Dorothy, the Small and Meek. I have come to you for help."

The eyes looked at her thoughtfully for a full minute. Then Oz said, "Where did you get the silver shoes?"

"I got them from the Wicked Witch of the East when my house fell on her and killed her," she replied.

"Where did you get the mark on your forehead?" Oz continued.

"That is where the Good Witch of the North kissed me when she said goodbye and sent me to you," said the girl.

Again the eyes looked at her sharply, and they saw that she was telling the truth. Then Oz asked, "What do you want me to do?"

"Send me back to Kansas, where Aunt Em and Uncle Henry are," she answered earnestly. "I don't like your country, although it is beautiful. And I am sure Aunt Em is dreadfully worried by my being away so long."

The eyes blinked three times. Then they turned up to the ceiling and down to the floor and rolled around so strangely that they seemed to see every part of the room. And at last they looked at Dorothy again.

"Why should I do this for you?" asked Oz.

"Because you are strong and I am weak; because you are a great wizard and

I am only a small child."

"But you were strong enough to kill the Wicked Witch of the East," said Oz.

"That just happened," answered Dorothy. "I could not help it."

"Well," said Oz, "I will give you my answer. You have no right to expect me to send you back to Kansas unless you do something for me. In this country, people must pay for everything they get. If you want me to use my magic power to send you home again, you must do something for me first. Help me and I will help you."

"What must I do?" asked the girl.

"Kill the Wicked Witch of the West," answered Oz. ♦

"But I cannot!" exclaimed Dorothy, greatly surprised.

"You killed the Witch of the East, and you wear the silver shoes, which have a magic charm. There is now only one Wicked Witch left in all this land, and when you can tell me that she is dead, I will send you back to Kansas—but not before.

The girl was so disappointed that she began to weep. The eyes blinked again and looked at her anxiously, as if the great Oz felt that she could help him if she wanted to.

"I never killed anything willingly," she said. "And even if I wanted to, how could I kill the Wicked Witch? If you, who are great and terrible, cannot kill her yourself, how do you expect me to do it?"

"I do not know," said Oz. "But that is my answer, and until the Wicked Witch dies, you will not see your uncle and aunt again. Remember that the Witch is wicked—tremendously wicked—and must be killed. Now go and do not ask to see me again until you have done your task."

C COMPREHENSION

Write the answers.

1. Do you think that Oz is really a floating head? Explain your answer.
2. Why do you think Oz was so interested in the silver shoes and the witch's kiss?
3. What did Oz mean when he told Dorothy, "Help me and I will help you"?
4. Do you think that Dorothy is the kind of person who would kill somebody? Explain your answer.

D WRITING

Write a paragraph that describes the throne room. Be sure your paragraph answers the following questions:

- What shape is the room?
- What is the room made of?
- What is in the room?

Name _____

A STORY DETAILS

Write the answers.

1. What room did Dorothy enter at the beginning of the chapter?

2. What covered the walls, ceilings, and floor?

3. What was the throne made out of?

4. What was floating above the center of the throne?

5. What was Dorothy wearing that interested Oz?

6. What was on Dorothy's face that interested Oz?

7. What did Dorothy want Oz to do for her?

8. What did Oz want Dorothy to do for him?

B SEQUENCINGPut the following events in the correct order by numbering them from **1** to **5**.

_____ Dorothy entered the throne room.

_____ Dorothy told Oz about the Witch of the North.

_____ Dorothy told Oz that she wanted to go back to Kansas.

_____ Oz told Dorothy to kill the Wicked Witch of the West.

_____ Oz asked Dorothy how she got the silver shoes.

C PERSPECTIVESWrite which character said each sentence. Choose **Dorothy**, **Oz**, or **green girl**.

1. "Help me and I will help you."

2. "I never killed anything willingly."

3. "I am great and terrible."

4. "I am small and meek."

D CHARACTER TRAITS

Write which witch each sentence describes.
Choose **East, North, West, or South.**

1. Oz ordered Dorothy to kill her.

2. She lived with the Gillikins.

3. Dorothy was wearing her silver shoes.

4. She lived with the Winkies.

5. She gave Dorothy a kiss on the forehead.

6. She lived with the Quadlings.

E SETTINGS

Write which place each item describes.
Choose the ***Emerald City, Dorothy's room,***
or ***throne room.***

1. It had a closet with green dresses.

2. It had a palace in the middle.

3. It had a shelf of green books.

4. There was a great light in the center of its roof.

5. Its sidewalks were made of marble.

6. It had stores that sold green candy.

7. It had a fountain in the middle.

F VOCABULARY MATCHING

Connect each word in the left column with the correct meaning in the right column.

- | | |
|---------------|-----------|
| 1. horrible | wonderful |
| 2. delightful | dreadful |
| 3. hardly | scarcely |
| 4. group | smell |
| 5. gloomy | so |
| 6. scent | timid |
| 7. shy | crouch |
| 8. therefore | scarlet |
| | cluster |
| | dismal |

GO TO PART C IN YOUR TEXTBOOK.

EXERCISE 1

Affix Introduction

a. (Write on the board:)

1. rain + y =
2. sleep + y =
3. jump + y =

- All these words have the morphograph **y**.
- b. Number your paper from 1 to 3. ✓
- c. Add the morphographs together. Write just the new words. ✓
- d. Check your work. Make an **X** next to any word you got wrong.
- e. Word 1. Spell **rainy**. Get ready. (Tap for each letter.) *R-A-I-N-Y*.
- (Repeat for: 2. **sleepy**, 3. **jumpy**.)

EXERCISE 2

Doubling Rule

a. (Write on the board:)

- $$\text{spot} + \text{ing} =$$
- $$\text{spot} + \text{less} =$$

- b. When we add a morphograph to a word that ends with **cvc**, we sometimes have to change the spelling of that word.
- Here is the rule: Double the final consonant when the next morphograph begins with a vowel letter.
- c. My turn: When do you double the final consonant? When the next morphograph begins with a vowel letter.
- Your turn: When do you double the final consonant? (Signal.) *When the next morphograph begins with a vowel letter.*
- d. That's right: When the next morphograph begins with a vowel letter.

- e. (Point to **ing** on the board.)
- Does **ing** begin with a vowel letter or a consonant letter? (Signal.) *A vowel letter.*
 - (Write to show:)

$$\begin{array}{c} \text{v} \\ \text{spot} + \text{ing} = \\ \\ \text{spot} + \text{less} = \end{array}$$

- f. The morphograph **ing** begins with a vowel letter, so we have to double the final consonant in **spot** when we add **ing**.
- (Write to show:)

$$\begin{array}{c} \text{v} \quad \downarrow \\ \text{spot} + \text{ing} = \text{spotting} \\ \\ \text{spot} + \text{less} = \end{array}$$

- g. (Point to **less** on the board.)
- Does **less** begin with a vowel letter or a consonant letter? (Signal.) *A consonant letter.*
 - (Write to show:)

$$\begin{array}{c} \text{v} \quad \downarrow \\ \text{spot} + \text{ing} = \text{spotting} \\ \text{c} \\ \text{spot} + \text{less} = \end{array}$$

- h. The morphograph **less** does not begin with a vowel letter, so we don't have to double the final consonant in **spot** when we add **less**.
- (Write to show:)

$$\begin{array}{c} \text{v} \quad \downarrow \\ \text{spot} + \text{ing} = \text{spotting} \\ \text{c} \\ \text{spot} + \text{less} = \text{spotless} \end{array}$$

- i. Everyone, spell **spotting**. Get ready. (Tap for each letter.) *S-P-O-T-T-I-N-G*.
- j. Now spell **spotless**. Get ready. (Tap for each letter.) *S-P-O-T-L-E-S-S*.

EXERCISE 3

Morphographic Analysis

a. (Write on the board:)

1. global = _____

2. finely = _____

3. served = _____

4. usage = _____

5. thoughtful = _____

6. quieter = _____

- Number your paper from 1 to 6. ✓
- These words are made up of more than one morphograph. You're going to write the morphographs that go in each blank.
- b. **Global.** What's the first morphograph in **global**? (Signal.) *Globe.*
- c. Item 1. Write **globe** and a plus sign. Don't forget to write the **e** at the end of **globe**. ✓
- d. What's the next morphograph in **global**? (Signal.) *Al.*
- e. Write **a-l**. ✓
- f. Your paper should look like this:
 - (Write to show:)

1. global = globe + al

- g. Do the rest of the words on your own. You have to write an **e** at the end of some of the morphographs. ✓
- (Write to show:)

1. global = globe + al

2. finely = fine + ly

3. served = serve + ed

4. usage = use + age

5. thoughtful = thought + ful

6. quieter = quiet + er

- h. Check your work. Make an **X** next to any item you got wrong.

ACTIVITY 8

After Lesson 25

Science, Art: Hot Air Balloons

Objective: Students will read about how a hot air balloon works. Then they will draw a hot air balloon, label its important parts, and decorate their drawing.

Directions: Have students read the directions and the *Facts about Hot Air Balloons* section on Blackline Master 7. Then have them complete the activity on their own or with a partner.

Materials: Large pieces of paper, and crayons.

Evaluation: Students' drawings of hot air balloons should resemble the picture on the Blackline Master. The parts should be labeled correctly. The balloon should be brightly colored and decorated.

ACTIVITY 8:

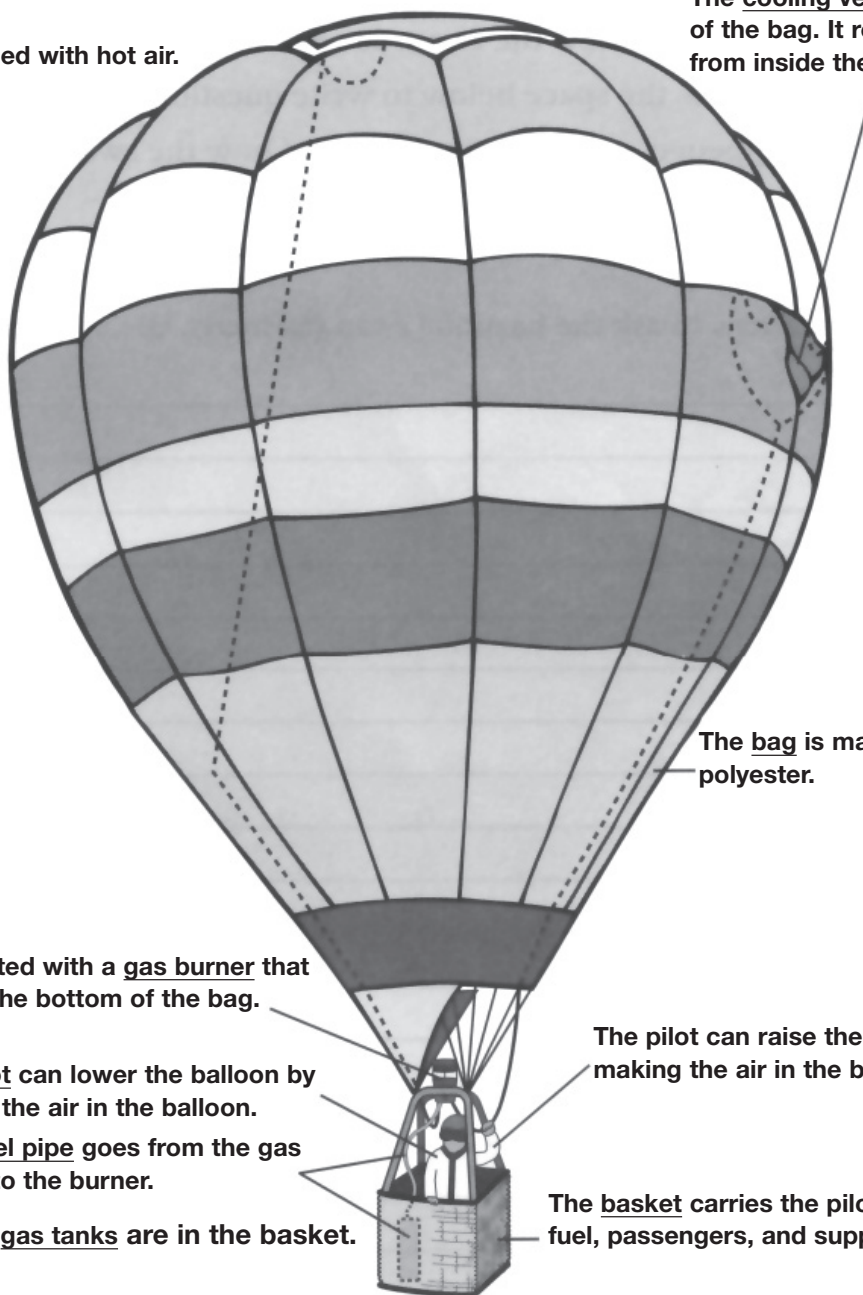
Hot Air Balloons

Directions: Read the facts about hot air balloons. Then on a separate sheet of paper, draw a balloon and label the parts. The picture of the balloon will help you. Make a design on the bag, then color the entire balloon.

Facts about Hot Air Balloons

The bag is filled with hot air.
Hot air rises.

The cooling vent is near the tip of the bag. It releases hot air from inside the bag.



The bag is made of nylon or polyester.

The air is heated with a gas burner that is located at the bottom of the bag.

The pilot can lower the balloon by cooling the air in the balloon.

The fuel pipe goes from the gas tanks to the burner.

The gas tanks are in the basket.

The pilot can raise the balloon by making the air in the balloon hotter.

The basket carries the pilot, the fuel, passengers, and supplies.

