

SRA
**Reading
Mastery**

Signature Edition

Teacher's Guide
Grade 5

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

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Program Overview

Reading Mastery Signature Edition, Grade 5, 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 edition 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 5.0 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 4*, or any other fourth-grade reading program. A placement test (see page 49) is provided to help you evaluate your students' reading levels and determine appropriate placement in the Reading Mastery series.

Key Features

Throughout its many components, *Reading Mastery Signature Edition, Grade 5*, 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 four novels, as well as short stories, factual articles, biographies, myths, folktales, and poems. Novels and other longer selections are divided into chapters or parts and are 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 identifying contradictions, interpreting figurative language, making inferences, and analyzing logic. Students also study maps, interpret graphs, and practice filling out forms.

Background Knowledge

Many of the textbook selections are preceded by short passages that provide 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 fluency checkouts in the *Curriculum-Based Assessment and Fluency Teacher Handbook* 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 written 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 justify their 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 textbooks 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 5, 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.

Other extension components include *Activities across the Curriculum*, the *Curriculum-Based Assessment and Fluency* program, this *Teacher's Guide*, the *Answer Key*, and the *Spelling Presentation Book*.

The following sections explain each component in more detail.

Student Textbooks

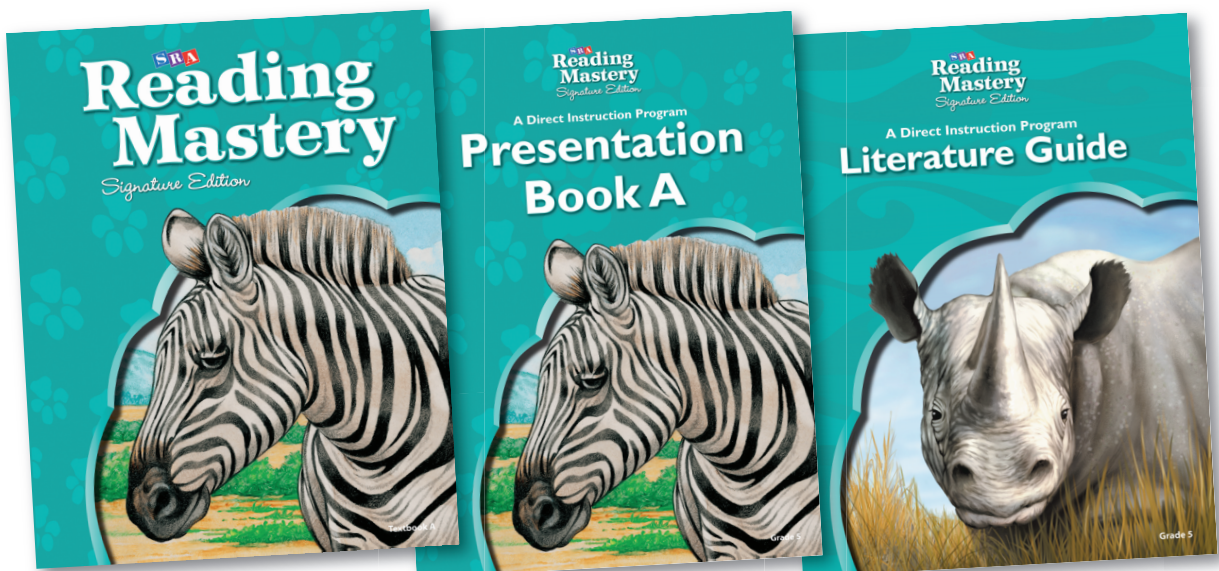
These two nonconsumable hardbound books (A and B) contain a wide variety of reading selections. Each textbook is composed of two 30-lesson thematic units. The units for Textbook A are “Skilled Hands” (lessons 1–30) and “Finding Yourself” (lessons 31–60). The units for Textbook B

are “American Adventures” (lessons 61–90) and “Tom Sawyer” (lessons 91–120).

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: *Tom Sawyer*; *Sara Crewe*; *The Odyssey*; *The Cruise of the Dazzler*
- Factual Articles: “Children at Work”; “Pirates on the Bay”; “Life in the 1840s”
- Contemporary short stories: “The Doughnuts”; “The Spider, the Cave, and the Pottery Bowl”; “Mrs. Dunn’s Lovely, Lovely Farm”
- Folktales and myths: “The Table, the Donkey, and the Stick”; “Persephone”
- Poems: “Written in March”; “Casey at the Bat”; “Miracles”
- Biography: Harriet Tubman
- Play: *All in Favor*



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, 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 Signature Edition* to 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 5*, 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 5*, contain 120 daily lessons. Instructions for presenting these lessons appear in the presentation books.

The following sample lesson (lesson 57) appears in *Presentation Book A*. Like every other lesson in the program, lesson 57 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 vocabulary, comprehension, and writing activities in the workbook and textbook. 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 57, you read hard words that will appear in the textbook selection. Then students read the words.

EXERCISE 1

Hard Words

1. Look at column 1.
 - These are hard words from your textbook stories.

1. heron	4. wilderness
2. trio	5. gallant
3. Sylvia	6. pigeon

2. Word 1 is **heron**. Everybody, what word? (Signal.) *Heron*.
 - (Repeat this procedure for every word in the column.)
3. Let's read the words again.
4. Word 1. Everybody, what word? (Signal.) *Heron*.
 - (Repeat this procedure for every word in the column.)
5. (Repeat the column until firm.)

In exercise 2, students practice reading words on their own, without your model.

EXERCISE 2

Word Practice

1. Look at column 2.
 - We're going to practice these words.

1. Circe	3. Scylla
2. Calypso	

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

In exercise 3, students read new vocabulary words prior to learning their definitions.

EXERCISE 3

New Vocabulary

1. Look at column 3.
 - First we'll read the words in this column. Then we'll read their definitions.

1. heron	5. gallant
2. foster parent	6. trio
3. huckleberry	7. game
4. bough	

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

In exercise 4, students read definitions of the vocabulary words that will appear in the reading selections. After reading the definitions, they answer questions about the words or practice using them in context.

EXERCISE 4

Vocabulary Definitions

1. Everybody, find part B. ✓
 - These are definitions for the words you just read.
2. (For each word, call on a student to read the definition and the item. Then ask the student to complete the item.)

1. **heron**—*Hérons* are birds that wade through water and eat frogs and fish. Herons usually have tall, thin legs and a long, S-shaped neck. The picture shows a *white heron*.
 - Describe a heron.
 - **What's the answer?** (Ideas: *It has tall, thin legs and a long, S-shaped neck; it wades through water and eats frogs and fish.*)

2. **foster parent**—A *foster parent* is somebody who brings up a child but is not the child's real parent.
 - What do we call somebody who brings up a child but is not the child's real parent?
 - **What's the answer?** (Response: *A foster parent.*)

3. **huckleberry**—A *huckleberry* is a small purple or black berry that grows on bushes.
 - What is a huckleberry?
 - **What's the answer?** (Idea: *A small purple or black berry that grows on bushes.*)

4. **bough**—A *bough* of a tree is a branch of the tree.

- What is a branch of a tree?
- **What's the answer?** (Response: *A bough.*)

5. **gallant**—Somebody who is *gallant* is brave and noble.

- What's another way of saying *He was a noble warrior*?

- **What's the answer?** (Response: *He was a gallant warrior.*)

6. **trio**—A *trio* is a group of three.

- What's another way of saying *A group of three went to the river*?

- **What's the answer?** (Response: *A trio went to the river.*)

7. **game**—Wild animals that are hunted are called *game*.

- What do we call wild animals that are hunted?

- **What's the answer?** (Response: *Game.*)

The Before Reading segment concludes with exercise 5, in which students learn about using inference as a comprehension strategy. Students read an inference exercise orally and discuss the answers.

EXERCISE 5

Inference

1. **Everybody, turn to part D at the end of today's story.** ✓
 - (Call on individual students to read several sentences each.)
 - (At the end of each section, present the questions for that section.)

Write the answers for items 1–8.

You have to answer different types of questions about the passages you read. Some questions are answered by words in the passage. Other questions are *not* answered by words in the passage. You have to figure out the answer by making a deduction.

- **What do you use to answer the first kind of question?** (Idea: *Words in the passage.*)
- **What do you use to answer the second kind of question?** (Idea: *A deduction.*)

The following passage includes both types of questions.

More about Ecology

Two hundred years ago, many people were not concerned with ecology. They believed there was no end to the different types of wildlife, so they killed wild animals by the hundreds of thousands. When we look back on these killings, we may feel shocked. But for the people who lived two hundred years ago, wild animals seemed to be as plentiful as weeds.

Because of these killings, more than a hundred types of animals have become extinct since 1800. An animal is extinct when there are no more animals of that type.

One type of extinct animal is the passenger pigeon. At one time, these birds were so plentiful that flocks of them used to blacken the sky. Now the passenger pigeon is gone forever. Think of that. You will never get to see a living passenger pigeon or any of the other animals that have become extinct. The only place you can see those animals is in a museum, where they are stuffed and mounted.

1. Are house cats extinct?

- **What's the answer?** (Response: *No.*)

2. Is that question answered by **words** or a **deduction**?

- **What's the answer?** (Response: *Deduction.*)
- **That's right, the passage does not contain this sentence:** "House cats are not extinct." You figure out the answer by making a deduction.
- **Here's the deduction: **Animals are extinct when there are no more animals of that type. There are still many house cats. Therefore, house cats are not extinct.****

3. What extinct animal is mentioned in the passage?

- **What's the answer?** (Response: *The passenger pigeon.*)

4. **Words** or **deduction**?

- **Is the question answered by **words** or by a **deduction**?** (Response: *Words.*)
- **Read the sentence that contains words that answer the question.** (Response: *One type of extinct animal is the passenger pigeon.*) . . .

Reading

In the Reading segment of the lesson, students read the textbook selection and answer comprehension questions. Most textbook selections begin with a focus question that highlights a key element of the selection. Students answer the focus question after they finish reading the selection.

EXERCISE 6

Focus Question

1. Everybody, find part C. ✓
2. What's the focus question for today's lesson? (Response: *How did Sylvia feel about living on her foster mother's farm?*)

Students usually read the first part of the textbook selection aloud. This activity builds decoding fluency and improves comprehension. Proficient readers sometimes have the option of reading the first part silently.

EXERCISE 7

Reading Aloud (Optional)

1. We're going to read aloud to the diamond.
 - (Call on individual students to read several sentences each.)

A White Heron *by Sarah Orne Jewett* **Part 1**

Focus Question: How did Sylvia feel about living on her foster mother's farm?

The woods were filled with shadows one June evening, but a bright sunset still glimmered faintly among the trunks of the trees. A girl named Sylvia was driving a cow from the pasture to her home. Sylvia had spent more than an hour looking for the cow and had finally found her hiding behind a huckleberry bush.

Sylvia and the cow were going away from the sunset and into the dark woods. But they were familiar with the path, and the darkness did not bother them.

Sylvia wondered what her foster mother, Mrs. Tilley, would say because they were so late. But Mrs. Tilley knew how difficult it was to find the cow. She had chased the beast many times herself. As she waited, she was only thankful that Sylvia could help her. Sylvia seemed to love the out-of-doors, and Mrs. Tilley thought that being outdoors was a good change for an orphan girl who had grown up in a town.

The companions followed the shady road. The cow took slow steps, and the girl took very fast ones. The cow stopped at the brook to drink, and Sylvia stood still and waited. She let her bare feet cool themselves in the water while the great twilight moths struck softly against her. She waded on through the brook as the cow moved away, and she listened to the waterbirds with pleasure.

There was a stirring in the great boughs overhead. They were full of little birds that seemed to be wide awake and going about their business. Sylvia began to feel sleepy as she walked along. However, it was not much farther to the house, and the air was soft and sweet.

She was not often in the woods so late as this. The darkness made her feel as if she were a part of the gray shadows and the moving leaves. She was thinking how long it seemed since she had first come to her foster mother's farm a year ago. Sylvia wondered if everything was still going on in the noisy town just the same as when she had lived there. ♦

In exercise 8, students read the rest of the selection silently. After they finish, you ask a series of comprehension questions, including a restatement of the focus question. These after-reading questions primarily involve literary interpretation and comprehension strategies.

EXERCISE 8

Silent Reading

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

It seemed to Sylvia that she had never been alive at all before she came to live at her foster mother's farm. It was a beautiful place to live, and she never wished to go back to the town. The thought of the children who used to chase and frighten her made her hurry along the path to escape from the shadows of the trees.

Suddenly, she was horror-struck to hear a clear whistle not very far away. It was not a bird's whistle. It sounded more like a boy's. Sylvia stepped aside into the bushes, but she was too late. The whistler had discovered her, and he called out in a cheerful voice, "Hello, little girl, how far is it to the road?"

Trembling, Sylvia answered quietly, "A long distance."

She did not dare to look at the tall young man, who carried a gun over his shoulder. But Sylvia came out of the bushes and again followed the cow, while the young man walked alongside her.

"I have been hunting for some birds," the stranger said kindly, "and I have lost my way. Don't be afraid," he added gallantly. "Speak up and tell me what your name is and whether you think I can spend the night at your house and go out hunting early in the morning." ★ . . .

- How did Sylvia feel about living on her foster mother's farm? (Ideas: *She loved being outdoors; the farm made her feel alive.*) (DCE)
- Why didn't Sylvia like the town? (Ideas: *The other children made fun of her; it was noisy and crowded.*) (DCE)
- Why do you think Sylvia didn't dare to look at the young man? (Ideas: *She was afraid of him; he was a stranger; she was shy.*) (DCE)
- How do you think Sylvia feels about hunting? Explain your answer. (Ideas: *She probably doesn't like hunting because she loves living things; she probably doesn't like hunting because guns are noisy.*) (DCE)
- What do you think will happen in the next part of the story? (Ideas: *The stranger will ask Sylvia to go hunting with him; the stranger will rob Sylvia and her foster mother.*) (P)

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

EXERCISE 9

Paired Practice (Optional)

1. Now you'll read in pairs.
 - Whoever read second the last time will read first today.
 - 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 10

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
 - Vocabulary
 - Figurative language
 - Deductions
 - Character traits
 - Comparisons
 - Inference
 - Vocabulary review
 - 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 57, 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. Sylvia was ___ who lived on a farm.
 - a vacationer • a farmhand • an orphan
2. Where had Sylvia lived before coming to the farm?

3. Sylvia thought she had never been ___ at all before coming to the farm.
 - scared • alive • punished
4. Which place did Sylvia enjoy more, the town or the farm?

5. How had the children in town treated Sylvia?

6. What was the young man doing in the woods?

7. Was Sylvia bold or shy?

8. What was the name of the person who owned the farm?

9. That person was Sylvia's _____.
 - employer • mother • foster parent

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

B VOCABULARY

Write the correct words in the blanks.

regarded	suitable
appealed	humiliating
unprecedented	maneuvered

1. The starving boy _____ to the sympathy of the crowd.
2. They _____ the criminal as a dangerous person.
3. He _____ the shopping cart past the fallen cans.
4. The pitcher made an _____ number of strikeouts.

In part C, students review previously learned types of figurative language, including similes, metaphors, and exaggeration.

C FIGURATIVE LANGUAGE

For each statement, write *simile*, *metaphor*, or *exaggeration*.

1. Her face was like a pale star.

2. The apartment was a prison.

3. The day was like a dream.

In part D, students practice completing deductions, another previously learned comprehension strategy.

D DEDUCTIONS

Complete each deduction.

Every element has an atomic weight. Argon is an element.

1. What's the conclusion about argon?

Horses eat grass. A palomino is a horse.

2. What's the conclusion about a palomino?

In part E, students sharpen their literary skills by identifying character traits. Other literary exercises focus on character motives, perspectives, settings, plots, and themes.

E CHARACTER TRAITS

Write whether each phrase describes *Sylvia*, *Mrs. Tilley*, or *the stranger*.

1. Very shy

2. Whistled loudly

3. An orphan

4. Owned a farm

5. Felt like a part of the woods

6. Hunted for animals

The last workbook exercise is part F, where students review their textbook stories by making comparisons.

F COMPARISONS

Write *Odyssey* if the event occurred in *The Odyssey*. Write *Yarn* if the event occurred in “Mystery Yarn.”

1. Telemachus was one of the suitors.

2. Telemachus helped defeat the suitors.

3. The suitors took a test that involved unwinding string.

4. The suitors took a test that involved a bow and arrow.

GO TO PART D IN YOUR TEXTBOOK.

After completing the workbook exercises, students complete independent activities in the textbook. These activities generally require longer answers than the workbook questions. Students write their answers on a separate piece of paper.

The first independent textbook exercise in this sample lesson is part D (students already completed parts A, B, and C in the Before Reading segment of the lesson). Part D, which students have already previewed, teaches the difference between literal and inferential questions.

D INFERENCE

Write the answers for items 1–8.

You have to answer different types of questions about the passages you read. Some questions are answered by words in the passage. Other questions are *not* answered by words in the passage. You have to figure out the answer by making a deduction.

The following passage includes both types of questions.

More about Ecology

Two hundred years ago, many people were not concerned with ecology. They believed there was no end to the different types of wildlife, so they killed wild animals by the hundreds of thousands. When we look back on these killings, we may feel shocked. But for the people who lived two hundred years ago, wild animals seemed to be as plentiful as weeds.

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One type of extinct animal is the passenger pigeon. At one time, these birds were so plentiful that flocks of them used to blacken the sky. Now the passenger pigeon is gone forever. Think of that. You will never get to see a living passenger pigeon or any of the other animals that have become extinct. The only place you can see those animals is in a museum, where they are stuffed and mounted.

1. Are house cats extinct?
2. Is that question answered by **words** or a **deduction**? . . .

In parts E and F, students receive additional practice with deductions and vocabulary words.

E DEDUCTIONS

Oliver believed that if he studied, he would pass the test. Oliver studied for the test.

1. So, what did Oliver believe would happen?

Nadia believed that if you ate an apple a day you would stay healthy. Nadia ate an apple every day.

2. So, what did Nadia believe would happen?

F VOCABULARY REVIEW

unprecedented
maneuver
devoted
spurn
endured
regard

For each item, write the correct word.

1. When you move skillfully, you .
2. When you consider something, you it.
3. Something that has never occurred before is .

In part G, students answer interpretive comprehension questions about the reading selection. In many cases, these questions resemble those presented earlier by the teacher, so students have already thought about their answers.

G COMPREHENSION

Write the answers.

1. How did Sylvia feel about living on her foster mother's farm?
2. Why didn't Sylvia like the town?
3. Why do you think Sylvia didn't dare to look at the young man?
4. How do you think Sylvia feels about hunting? Explain your answer.
5. What do you think will happen in the next part of the story?

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 story characters. In others, they use the selection as a springboard for their own imaginative responses.

H WRITING

Where would you rather live, on a farm or in a town?

Write an essay that explains your answer. Try to answer the following questions:

- What are the advantages of living on a farm?
- What are the disadvantages of living on a farm?
- What are the advantages of living in a town?
- What are the disadvantages of living in a town?
- Where would you rather live? Why?

Make your essay at least sixty words long.

After students complete the workbook and textbook activities, you conduct a workcheck by using the Answer Key.

EXERCISE 11

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.)

D Inference

1. No
2. Deduction
3. The passenger pigeon
4. Words
5. More than a hundred
6. Words
7. None
8. Deduction

E Deductions

1. *Idea:* That he would pass the test
2. *Idea:* That she would stay healthy

F Vocabulary Review

1. maneuver
2. regard
3. unprecedented

G Comprehension

1. *Ideas:* She loved being outdoors; the farm made her feel alive.
2. *Ideas:* The other children made fun of her; it was noisy and crowded.
3. *Ideas:* She was afraid of him; he was a stranger; she was shy.
4. *Ideas:* She probably doesn't like hunting because she loves living things; she probably doesn't like hunting because guns are noisy.
5. *Ideas:* The stranger will ask Sylvia to go hunting with him; the stranger will rob Sylvia and her foster mother.

H Writing

Did the student

- answer the questions in the prompt?
 - What are the advantages of living on a farm?
 - What are the disadvantages of living on a farm?
 - What are the advantages of living in a town?
 - What are the disadvantages of living in a town?
 - Where would you rather live? Why?
- write in complete sentences?
- use appropriate punctuation?
- spell most words correctly?
- write at least sixty words?

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

Word Introduction

- a. (Write on the board:)

tragic
comic
critic
medic
pulse
magic

- b. Get ready to read these words.
 - First word: **tragic**. What word? (Signal.)
Tragic.
- c. Next word: **comic**. What word? (Signal.)
Comic.
 - (Repeat for: **critic, medic, pulse, magic**.)
- d. Now spell those words.
 - Spell **tragic**. Get ready. (Signal.)
T-R-A-G-I-C.
- e. Spell **comic**. Get ready. (Signal.)
C-O-M-I-C.
 - (Repeat for: **critic, medic, pulse, magic**.)
- f. (Erase the board.)
 - Spell the words without looking.
- g. Spell **tragic**. Get ready. (Signal.)
T-R-A-G-I-C.
- h. Spell **comic**. Get ready. (Signal.)
C-O-M-I-C.
 - (Repeat for: **critic, medic, pulse, magic**.)
- i. Get ready to write those words.
- j. First word: **tragic**. Write it. ✓
 - (Repeat for: **comic, critic, medic, pulse, magic**.)

EXERCISE 2

Word Building

a. (Write on the board:)

1. de + fer + ment = _____
2. pro + duct + ion = _____
3. style + ish + ly = _____
4. rhythm + s = _____
5. pro + tect + ive = _____
6. re + act + ive + ly = _____

b. You're going to write the words that go in the blanks.

- Number your paper from 1 to 6. ✓
- c. Word 1. Write **deferment** on your paper. ✓
- d. Do the rest of the words on your own. ✓
- e. Check your work. Make an **X** next to any word you got wrong.
- f. Word 1. Spell **deferment**. Get ready. (Tap for each letter.) *D-E-F-E-R-M-E-N-T*.
- (Repeat for: **2. production, 3. stylishly, 4. rhythms, 5. protective, 6. reactively.**)

EXERCISE 3

Spelling Review

a. Get ready to spell some words.

b. Word 1 is **thoughtlessly**.

- What word? (Signal.) *Thoughtlessly*.
- Spell **thoughtlessly**. Get ready. (Signal.)
T-H-O-U-G-H-T-L-E-S-S-L-Y.

c. Word 2 is **stretcher**.

- What word? (Signal.) *Stretcher*.
- Spell **stretcher**. Get ready. (Signal.)
S-T-R-E-T-C-H-E-R.

d. (Repeat step c for: **3. photographing, 4. retained, 5. reception, 6. music.**)

e. (Give individual turns on: **1. thoughtlessly, 2. stretcher, 3. photographing, 4. retained, 5. reception, 6. music.**)

Presenting the Program

Reading Mastery Signature Edition, Grade 5, 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 independently—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 are 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.) *Freight.*
- 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, as follows:
 - For questions with exact answers, the student's response is preceded by the word *Response*. For example: **Which is greater, the supply of Uncle Ulysses' doughnuts or the demand for doughnuts?** (Response: *The supply.*)
 - For questions with variable answers, the student's response is enclosed in parentheses and preceded by the word *Idea*. For example: **How did Mr. Gabby think they could increase the demand for doughnuts?** (Idea: *By advertising the doughnuts.*) 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 participating 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.
- **New Vocabulary.** These words are defined later in the lesson. For now, you ask, “Everybody, what word?” and the group reads the word.

All three types of word lists appear in the sample lesson on page 66 of this guide. One other type of list, Character Names, appears in selected lessons. For this type of list, you read each name aloud, and then the group reads the name.

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 *advertise*, say, “Yes, *advertise*.” Sometimes students read words incorrectly, and you don’t hear their mistakes. If you routinely say each word after students read it, you give them a clear example of a correct reading.

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 about 500 vocabulary words and phrases. All new 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 ensures that students not only learn the words, but also use them in multiple contexts.

Three main types of exercises are used to teach and review vocabulary words:

- **Vocabulary Definitions.** Students read vocabulary definitions aloud and then answer questions about the words.
- **Vocabulary Review.** Students use vocabulary words to complete sentences that define the words.
- **Vocabulary in Context.** Students use context clues to determine correct usage of vocabulary words.

Vocabulary words are also reviewed in crossword puzzles and in various reading comprehension activities.

Vocabulary Definitions

These teacher-directed exercises appear in the Before Reading segment of almost every lesson in the program. The following example is typical:

B VOCABULARY DEFINITIONS

1. **revenge**—When you take *revenge* on someone, you get even with that person. Here's another way of saying *He got even with the robber: He took revenge on the robber.*
 - What's another way of saying *She got even with her sister?*
2. **unearthly**—When something is *unearthly*, it is unlike things you normally find on earth.
 - What would you call a rock that is unlike rocks you normally find on earth?
3. **neglect**—When you *neglect* something, you fail to take care of it.
 - What's another way of saying *She failed to take care of her dog?*
4. **custom**—A *custom* is a way of behaving that everybody follows.
 - What do we call a way of behaving that everybody follows?

The teacher asks an individual student to read a definition and answer the accompanying question. All words are defined in complete sentences composed of understandable words.

The definitions and accompanying questions take various forms. In item 1 above, for example, students read a definition of *revenge* that includes a sample sentence. They then repeat the sample sentence. In item 2, students read a definition of *unearthly* and then use the word to answer a question. In item 3, students read a definition of *neglect* and then say a sentence that contains the word.

The form of definition depends on the difficulty of the word and the word's typical use. Each definition is tailored to ensure maximum comprehension.

Vocabulary Review

After words are introduced in the Vocabulary Definitions exercise, they are systematically reviewed. For example, the words defined in lesson 11 appear in the Vocabulary Review exercise for lesson 12 and then in other vocabulary exercises. Here is the lesson 12 review exercise:

D VOCABULARY REVIEW

flee
neglect
unearthly
revenge
custom
enlarge
hideous
boar
deed
lice

For each item, write the correct word.

1. When you get even with a person, you take on that person.
2. When you fail to take care of something, you it.
3. A way of behaving that everybody follows is a .
4. When something is unlike things normally found on earth, it is .
5. When you make something bigger, you that thing.
6. When something is horrible or disgusting, it is .
7. An action is a .

Students do this exercise independently. First they read the words, all of which have been defined in previous lessons. Then they complete the accompanying definitions by selecting the correct words.

Vocabulary in Context

For the last type of vocabulary exercise, students use context clues to determine correct use of vocabulary words. Here is the context exercise for lesson 13, which appears in the workbook:

B VOCABULARY

Write the correct words in the blanks.

flasks	perils
neglected	minstrel
lice	custom
revenge	hideous
deeds	perish

1. The king was well known for his kind _____.
2. Inside the refrigerator were _____ of cool water.
3. Scylla was one of the most _____ creatures Odysseus saw.
4. After the feast, a _____ sang at the celebration.
5. These plants will _____ if it doesn't rain soon.
6. On his way home, Odysseus faced many _____.
7. Their hair was dirty and full of _____.
8. It was a _____ for the firstborn son to become king.
9. The children decided to take _____ on the bully.

Students first read the words, all of which have been previously defined and reviewed. Then they use context clues to select the correct words to complete the sentences. Because this exercise appears in the workbook, students write the words directly in the sentences, further reinforcing correct use.

Teaching Suggestions

Here are some suggestions for teaching the vocabulary exercises effectively.

Make sure individual responses are heard by the group. For all 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 that student's response.

Provide extra review for troublesome words. Take note of the vocabulary words that are still troublesome for students after two 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 comment that some words have several meanings.

Correct all errors immediately. Most errors on vocabulary exercises occur when students must replace an entire phrase with a single word, or vice versa. For example, students learn that *encounter* means "come into contact with." They are then asked, "What's another way of saying *He came into contact with misfortune?*" Some students may answer, "He encountered contact with misfortune."

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

1. **The answer is He encountered misfortune.**
 - **Say that sentence.** (Response: *He encountered misfortune.*)
2. **What's another way of saying He came into contact with misfortune?** (Response: *He encountered misfortune.*)

Use a similar procedure to correct errors on 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 5*, comprehension strategies are taught both in comprehension exercises and through comprehension questions. This section of the *Teacher’s Guide* discusses the comprehension exercises. For a discussion of the comprehension questions, see page 42.

New comprehension exercises are typically presented by you in one or two consecutive lessons. Students then complete the exercises independently for at least three more consecutive lessons. Thereafter, the exercises are intermittently reviewed throughout the program.

The main comprehension strands in *Reading Mastery Signature Edition, Grade 5*, are listed in the next column. The numbers indicate only the consecutive lessons in which a particular concept is taught and practiced.

For example, outlining is taught and practiced in every lesson from 15 to 28. Thereafter, it is intermittently reviewed.

- Outlining: 15–28
- Relevant information: 21–31
- Contradictions: 32–42
- Figurative language: 39–62
- Inferences: 54–63
- Referents: 66–75
- Combined sentences: 74–83
- Following directions: 81–84
- Reference books: 85–90
- Maps and graphs: 87–101
- Irony: 88–92
- Logic: 94–120

Outlining

There are three types of outlining exercises. In the first type, students write the main idea and the supporting details for a single paragraph. These paragraphs are taken directly from the textbook stories. The use of textbook material makes the exercise more relevant to students and also reviews the stories. Students use complete sentences and proper indentation when writing the main idea and the supporting details.

The second type of outlining exercise gives students three main ideas from a story they have read. These main ideas provide a broad outline of the story. Students then write three or four supporting details for each main idea. Here is an example from lesson 21:

E OUTLINING

Complete the following outline for “The Spider, the Cave, and the Pottery Bowl” by writing the supporting details.

Copy each main idea; then write three supporting details for each main idea. Use complete sentences to write the supporting details.

1. *At the beginning of the story, Kate’s grandmother was not normal.*
 - a. Tell what she did most of the time.
 - b. Tell what she no longer made.
 - c. Tell how she seemed to feel.
2. *Kate and Johnny found some clay.*
 - a. Tell where the clay was.
 - b. Tell what kind of clay it was.
 - c. Tell which animal was near the clay.

The third type of outlining exercise presents passages from the stories. Students write the main idea and the supporting details for each paragraph in the passage.

Relevant Information

Determining whether information is relevant to a fact is an important thinking skill. The relevant-information exercises teach students to identify which statements are relevant to a fact and which statements are irrelevant.

There are two types of relevant-information exercise. In the first type, students are given a fact and four statements. Students must identify which statements are relevant to the fact and which statements are irrelevant. Here is an example from lesson 26:

D RELEVANT INFORMATION

Write whether each item is *relevant* or *irrelevant* to the fact.

Fact: *The girl hammered a nail into a piece of wood.*

1. She had yellow hair.

2. She was building a doghouse.

3. She was putting a roof on a house.

4. Her dog was named Spot.

In the second type of relevant-information exercise, students are given two facts and four statements. They must then identify which statements are relevant to the first fact, which statements are relevant to the second fact, and which statements are irrelevant to both facts.

Contradictions

The contradictions exercises teach students how to identify contradictory statements in a text. There are three types of contradictions exercises. The first type presents a true statement and a contradictory statement. Students use an *if-then* statement to explain the contradiction. Here is an example from lesson 34:

D CONTRADICTIONS

Write the answers to items 1 and 2.

Assume this statement is true: *Libby loved all animals*. Then this statement is a contradiction: *Libby hated rats*.

1. Explain why the statement is a contradiction. Use this format: *If _____, then _____.*

In the second type of contradictions exercise, students are presented with a passage. One of the sentences in the passage is underlined. Students must find a sentence in the passage that contradicts the underlined sentence. Then they explain the contradiction in writing.

The third type of contradictions exercise also presents a passage, but without an underlined statement. Students identify the contradictory statements and then explain the contradiction in writing. Here is an example from lesson 40:

C CONTRADICTIONS

Read the passage below and find a statement that contradicts an earlier statement.

Many people are changing the way they eat. Rock star Biff Socko says, "I no longer eat any kind of bread. Bread is bad for you and hurts your voice." Every day, Biff has grapes and cucumbers for breakfast. Then he eats a large whole-wheat roll. He has been eating this way for a long time.

1. Underline the statement you assume to be true.
2. Circle the contradiction.
3. Write an *if-then* statement that explains the contradiction.

Figurative Language

Students in the program learn to recognize and interpret four types of figurative language: similes, metaphors, exaggeration, and sarcasm. Many of the exercises use examples of figurative language from the textbook stories. Each type of figurative language is taught separately.

Students first learn about similes. The initial similes exercise teaches students how to analyze a simile. Students identify which two things a simile compares and then explain how those things are the same. Here is an example from lesson 44:

E SIMILES

Write the answers.

The miner's hands looked like lumps of coal.

1. What two things are the same in that simile?
2. How could those things be the same?
3. Name two ways those things are different.

A subsequent similes exercise teaches students how to write their own similes. Students are given a literal statement, such as *His heart had no feeling*. They then name something that has no feeling, such as iron. Finally, students use what they have named in order to write a simile, such as *His heart was like iron*.

The metaphor exercises are similar to the simile exercises. The students identify which two things are compared in a metaphor and then explain, in writing, how those two things are the same.

The exaggeration exercises teach students that exaggerations are statements that stretch the truth. Students identify which part of an exaggeration stretches the truth and then rewrite the exaggeration so it doesn't stretch the truth. Here is an example from lesson 45:

D EXAGGERATION

Write the answers to items 1–8.

Exaggeration is another type of figurative language. When you exaggerate, you stretch the truth. You say that something is bigger or faster or longer than it really is.

Here's an example of exaggeration:
Frank worked for a year that afternoon.

1. How long does the statement say Frank worked?
2. Could Frank really have worked that long in the afternoon?
3. What part of the statement stretches the truth?
4. Use accurate language to tell what the exaggeration means.

In the sarcasm exercises, students learn that sarcasm occurs when people say the opposite of what they really mean. The exercise presents a passage that contains a sarcastic statement. Students identify the sarcastic statement and then use evidence from the passage to explain what the statement really means.

Inferences

The ability to make inferences is essential for good reading comprehension. There are two types of inference exercises. The first type teaches students deductive logic, which is the basis of inference. In this exercise, students use rules and evidence to complete deductions. Here is an example from lesson 54:

D DEDUCTIONS

Write the answers for items 1 and 2.

Here's the evidence: *All living things need water. An antelope is a living thing.*

1. What's the conclusion about an antelope?

Here's the evidence: *Some birds cannot fly. An egret is a bird.*

2. What's the conclusion about an egret?

The second type of inference exercise requires students to apply what they have learned about deductions. The exercise presents an expository passage and a group of questions. Some of the questions can be answered by specific words in the passage. Other questions can only be answered by completing a deduction. Students indicate whether each question is answered by words in the passage or by a deduction.

Referents

Adult-level writing makes extensive use of pronouns and other referents that are often confusing to younger readers. The first type of referents exercise presents sentences that contain pronouns and adverbs. Students must identify the words to which the pronouns and adverbs refer.

Sometimes a word or phrase may stand for an entire sentence or a group of sentences. The second type of exercise teaches students how to interpret these referents. The exercise presents a passage in which a referent is highlighted. Students circle all the sentences the referent stands for. Then they write the main idea of those sentences. Here is an example from lesson 74:

C REFERENTS

Read the following passage and complete the items.

Mesas are beautiful, but they have no water. The people must carry water from springs down below. They must carry everything they need. It is hard work.

1. Draw one circle around all the sentences that tell what *it* is.
2. Write a main idea that tells what *it* is.

Combined Sentences

These exercises teach students how to interpret sentences that use apposition. The first type of exercise presents a pair of sentences such as “The toucan has bright feathers. The toucan is a tropical bird.” The first sentence introduces an unfamiliar word (*toucan*), and the other sentence tells what the word means. Students learn to combine the sentences to define the unfamiliar word: “The toucan, a tropical bird, has bright feathers.”

In the second type of exercise, students read sentences that make use of apposition. Students identify both the appositive and the word it modifies. Here is an example from lesson 78:

B COMBINED SENTENCES

Write the answers about the combined sentence.

The limpkin, a brown water bird, has an unusual call.

1. What is the new word in the sentence?

2. What does the new word mean?

3. What else does the sentence say about the new word?

Following Directions

The following-directions exercises present a group of facts followed by a series of questions typically found on forms. Students use the facts to answer the questions. Here is an example from lesson 81:

D FOLLOWING DIRECTIONS

Use the facts below to answer items 1–4.

Facts: Your name is Homer Price. You are sixteen years old. You are applying for a job at a factory that makes doughnut machines. You know how the machines work, and you have fixed them before. You live at 417 Central Street in Centerburg, Ohio.

1. Write your full name, last name first.
2. What is your age?
3. Write your address, including street, city, and state.
4. List at least two qualifications you have for this job.

Reference Books

These exercises teach students how to use reference materials and how to read for specific information. In the first type of exercise, students learn the features of atlases, encyclopedias, and dictionaries. Students then identify which reference book they would use to find different kinds of information. Here is an example from lesson 85:

D REFERENCE BOOKS

Write the answers for items 1–6.

There are several kinds of reference books you can use to find information:

- A **dictionary** gives facts about words. It shows how to spell a word and how to pronounce it. It tells what part of speech a word is and what the word means. A dictionary also tells the history of words.
- An **atlas** gives facts about places. It contains maps of states, countries, and continents. It shows the distance from one place to another. It tells how many people live in each place.
- An **encyclopedia** gives facts about nearly everything. It tells about plants, planets, animals, agriculture, history, and famous people, among many other topics.

Which would be the best reference book for the following questions? Choose **dictionary**, **atlas**, or **encyclopedia**.

1. How do you spell the word *doughnut*?
2. How far is it from Denver to Kansas City?
3. What were the main events in Duke Ellington's life?
4. When did the Civil War take place?
5. How many people live in Mexico City?
6. How do you pronounce the word *succinct*?

The second type of exercise presents sample reference material. Students answer questions about the material.

Maps and Graphs

Students in the program receive extensive practice in interpreting maps and graphs. Maps appear in many of the stories, and questions about those maps are integrated with the story questions. In addition, there are two types of map exercises. The first type presents a map and a series of questions that involve direction, relative size, proximity, and interpretation of map legends.

The second type of exercise presents a map and a group of statements about the map. Students indicate whether the statements contradict the map. Here is an example from lesson 92:

C MAPS

Assume the following key and map are accurate. Examine the key and the map carefully and then read the statements in the next column. Some of the statements contradict what is shown on the map. Write *contradictory* for those statements. If the statement does not contradict the map, write *not contradictory*.

Key

- Cities in *italic type* have fewer than 100,000 people.
- Cities in **bold type** have between 100,000 and 500,000 people.
- Cities in **BOLD CAPITALS** have more than 500,000 people.



1. Oakland has more people than Santa Cruz.

2. San Francisco is west of Oakland.

3. Fremont is north of Oakland.

4. Santa Cruz has more people than San Jose.

5. San Jose has more people than Fremont.

The graph exercises are similar to the map exercises. The first type presents a graph and a series of questions about the graph. The second type presents a graph and a series of statements. Students indicate whether the statements contradict the graph.

Irony

Irony is an important literary device. The irony exercises teach students how to recognize and interpret irony in their textbook stories. The students first learn that irony is the result of a chain of events.

- A character believes something.
- The character does things that are based on the belief.
- Later, the character finds out that the belief was mistaken.

The students practice identifying this chain of events within stories they have read. For example, the story “The Necklace” tells about a woman named Matilda who loses a necklace she believes is valuable. She buys a new necklace and then spends ten years paying for it. At the end of the story, Matilda finds out that the original necklace was really a worthless fake.

Here is the irony exercise for “The Necklace,” which appears in lesson 88:

E IRONY

Write the answers for items 1–3.

Here’s how irony works:

- A character believes something.
- The character acts in a certain way because of his or her belief.
- Later, the character finds out the belief was mistaken.

Here’s an example of irony from “The Necklace.”

1. Matilda had a mistaken belief about the necklace. What was that belief?
2. Matilda did something because of her belief. What did she do?
3. What would Matilda have done if she had known the truth about the necklace?

Logic

In the last group of exercises, students learn several rules of logic. Students use these rules to identify logical fallacies. The students learn seven rules for identifying logical fallacies. Each rule refutes a particular type of faulty argument. Here is a list of the rules.

- Just because two things happen around the same time doesn’t mean one thing causes the other thing.
- Just because you know about a part doesn’t mean you know about the whole thing.
- Just because a person is an expert in one field doesn’t mean the person is an expert in another field.
- Just because the writer presents some choices doesn’t mean there are no other choices.
- Just because you know about the whole thing doesn’t mean you know about every part.
- Just because two words sound the same doesn’t mean they have the same meaning.

- Just because you know about one part doesn't mean you know about the other part.

The exercise for the first rule appears in lesson 94:

D LOGIC

Write the answers for items 1 and 2.

Here's one rule of logic: *Just because two events happen around the same time doesn't mean one event causes the other event.*

The following statement by a writer breaks that rule: "The last five times Sally tapped home plate, she hit a home run. She should always remember to tap home plate when she goes up to bat."

1. What two events happen around the same time?
2. What event does the writer think causes the home run?

The exercises for the remaining rules are similar. Another type of logic exercise presents several fallacious arguments. Students identify which rule each argument breaks.

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. Students should be able to master each new concept within two or three lessons. If they don't, 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 they will be using the concept in later lessons.

Oral Reading

Oral reading occurs in every lesson of *Reading Mastery Signature Edition, Grade 5*. In the Before Reading segment of the lesson, students read word lists and vocabulary exercises aloud. In the Reading segment, students usually read part of a textbook selection aloud. In some lessons, they also read story background passages.

Story Background Passages

These passages present information about the setting, the characters, or the author of a story. This background information helps students understand the stories more fully.

You call on different students to read several sentences of the passage aloud. During this oral reading, you present the comprehension questions specified in the presentation book. (Suggestions for presenting these questions are discussed on page 42.) Students should demonstrate a thorough understanding of the background passages because they will be using that information as they read the stories.

Textbook Selections

For the first twenty lessons of the program, students read the first part of every textbook selection aloud. Thereafter, depending on the group's decoding fluency, students can read the first part of some selections silently.

Oral reading begins with the title of the selection and continues to the diamond symbol. You call on different students to read two or three sentences each. Both during and after the reading, you present comprehension questions. (Suggestions for presenting these questions appear on page 42.)

In the first twenty lessons, 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.

- 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 segment within the error limit.

Teaching Suggestions

Here are some suggestions for conducting oral reading.

Position yourself. If the group is large, circulate among the 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. During the first twenty lessons, 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 trying to read carefully. Tell readers who are reading fast and making 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 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 less able students to point to the words that are being read. By pointing, students practice decoding throughout the group reading. If they do not point, they may practice only when they are reading aloud. Think of their pointing as a way of maximizing their practice.

Recognize and correct decoding errors. Here are 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 while rereading the sentence, count the mistake as an additional error and repeat the correction procedure until the student reads the sentence correctly.

Working with Students Who Consistently Make Decoding Errors

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.

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

Many students in *Reading Mastery Signature Edition*, Grade 5, are proficient readers who make few decoding errors. You may determine that daily oral reading is not necessary for these students and decide to drop the oral-reading part of selected lessons. Nonetheless, these students should still read orally at least once a week.

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 in the next section.)

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 don’t become routinely sidetracked into long discussions. Nevertheless, reserve 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: **Which is greater, the supply of Uncle Ulysses’ doughnuts or the demand for doughnuts?** (Response: *The supply.*)
- For questions with variable answers, the student’s response is preceded by the word *Idea*. For these questions, accept any answers that express the correct idea, no matter what the phrasing. For example: **How did Mr. Gabby think they could increase the demand for doughnuts?** (Idea: *By advertising the doughnuts.*)

Correct errors immediately. When a student makes a mistake on a comprehension question, immediately

indicate that the answer is not correct. 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 a wide range of activities 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 students have finished 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 “looking up” 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. Often it is possible to infer how a student misread an item from the student's answer. For example, one item asks "How was Homer related to Uncle Ulysses and Aunt Agnes?" Some students may answer "Yes." These students probably misread the item as "Was Homer related to Uncle Ulysses and Aunt Agnes?" 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 time, 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 students' answers correct?** If not, tell a student, for example, "Your answer to item five is not correct." Do not tell the student the answer.

Writing Assignments

Writing assignments occur at the end of 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. In still

other assignments, students write their own stories and poems.

Lessons 1–10 include detailed instructions for presenting the writing assignments. In these lessons, you first read the assignment aloud and have students answer a series of questions related to the assignment. Then students complete the assignment by writing at least forty words. 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 all writing assignments. The questions help students organize their thoughts and check their completed assignments.

The minimum length of the writing assignments increases as students progress through the program. For lessons 1–10, the minimum length is forty words. By lesson 100, the minimum length is eighty words. Students should be encouraged to write as much as they want—the more words, the better.

Teaching Suggestions

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

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 essay and read it to the group. Explain what you like about the essay 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 and invite students to comment.

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 to the group.

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.

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 5*:

- The Placement Test (page 49) measures the decoding and comprehension skills of students entering *Reading Mastery Signature Edition, Grade 5*. 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 50 and 51) offers a general overview of the concepts and strategies taught in the core textbook and workbook lessons.
- The Skills Profile Folder (pages 52–58) summarizes the skills presented in *Reading Mastery Signature Edition, Grade 5*, and provides space for indicating when the student has mastered each skill.
- The Vocabulary List (pages 59–61) shows all the vocabulary words and phrases taught in the program.
- The Family Letters (pages 62–65) can be used with the families of students in the program. Letters appear in both English and Spanish.
- The Sample Lesson section (page 66–82) 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.

The Placement Test

The placement test has two parts. In part 1, each student reads a passage aloud as you count decoding errors. In part 2, students answer comprehension questions about the passage.

Instructions for Part 1

You should administer part 1 in a corner of the classroom so that other students will not overhear the testing. Use the following procedure.

1. (Give the student a copy of the placement test.)
2. (Point to the passage and say:) **You're going to read the passage aloud. I want you to read it as well as you can. Don't try to read it so fast you make mistakes, but don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.**
3. (Time the student and make one tally mark for each error.)
4. (After two minutes, stop the student. Count every word not read as an error.)
5. (Total the student's errors.)

Use the following guidelines in counting decoding errors for part 1.

- If the student misreads a word, count one error.
- If the student omits a word ending, such as s or ed, count one error.
- If the student reads a word incorrectly and then correctly, count one error.

- If the student sounds out a word instead of reading it normally, count one error.
- If the student does not identify a word within three seconds, tell the student the word and count one error.
- If the student skips a word, count one error.
- If the student skips a line, point to the line and count one error.
- If the student does not finish the passage within the given time limit, count every word not read as an error. For example, if the student is eight words from the end of the passage at the end of the time limit, count eight errors.

Instructions for Part 2

After all the students have finished part 1, administer part 2 to the entire group. Use the following procedure.

1. (Assemble the students.)
2. (Give each student a copy of the placement test.)
3. (Say:) **Here is the passage you read earlier. Read the passage again silently; then answer the questions in part 2. You have seven minutes. Go.**
4. (Collect the test papers after seven minutes.)
5. (Total each student's errors, using the answer key below.)

Answer Key for Part 2

1. Response: A king.
2. Response: A princess.
3. Ideas: His daughter; Marygold.
4. Response: Gold.
5. Ideas: His daughter; gold.
6. Idea: They weren't gold.
7. Response: Roses.
8. Response: Perfume.
9. Idea: How much it would be worth if the roses were gold.

Placement Guidelines

Place your students as follows:

- Students who made zero to six errors on part 1 *and* zero to two errors on part 2 can be placed in *Reading Mastery Signature Edition, Grade 5*.
- Students who made more than six errors on part 1 or more than two errors on part 2 should be given the placement test for *Reading Mastery Signature Edition, Grade 4*.

Placement Test

PART 1

The Golden Touch

Once upon a time in ancient Turkey there lived a rich king named Midas, who had a daughter named Marygold.

King Midas was very fond of gold. The only thing he loved more was his daughter. But the more Midas loved his daughter, the more he desired gold. He thought the best thing he could possibly do for his child would be to give her the largest pile of yellow, glistening coins that had ever been heaped together since the world began. So Midas gave all his thoughts and all his time to collecting gold.

When Midas gazed at the gold-tinted clouds of sunset, he wished they were real gold and that they could be herded into his strong box. When little Marygold ran to meet him with a bunch of buttercups and dandelions, he used to say, “Pooh, pooh, child. If these flowers were as golden as they look, they would be worth picking.”

And yet, in his earlier days, before he had this insane desire for gold, Midas had shown a great love for flowers. He had planted a garden with the biggest and sweetest roses any person ever saw or smelled. These roses were still growing in the garden, as large, as lovely, and as fragrant as they were when Midas used to pass whole hours looking at them and inhaling their perfume. But now, if he looked at the flowers at all, it was only to calculate how much the garden would be worth if each of the rose petals was a thin plate of gold.

PART 2

1. *Circle the answer.* What kind of royal person was Midas?
• an emperor • a king • a prince
2. *Circle the answer.* So his daughter was _____.
• an empress • a queen • a princess
3. What did Midas love most of all?

4. What did he love almost as much?

5. The more Midas loved _____, the more he desired _____.
6. Why did Midas think that dandelions were not worth picking?

7. What kind of flowers had Midas planted in his earlier days?

8. Midas used to inhale the _____ of those flowers.
9. What did Midas think about his garden now?

Scope and Sequence Chart for the Core Program

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 5. 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		
Vocabulary	comprehending vocabulary definitions	1	—————											120		
	using vocabulary words in context	1	—————											120		
	using context to predict word meaning	3	.....											120	
	completing crossword puzzles					21									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	
	inferring main ideas					15									120
	inferring supporting details					15									120
	outlining					15									120
Reasoning	drawing conclusions	1	- - - - -											120		
	making comparisons	1	.....											120	
	evaluating problems and solutions	1	.....											120	
	identifying relevant evidence					21									120
	identifying contradictions					32									120
	completing written deductions						54								120
	identifying inferential questions						56								120
	identifying logical fallacies										94	—————			120	

CONCEPTS AND STRATEGIES

LESSONS

		1	10	20	30	40	50	60	70	80	90	100	110	120	
Literary Analysis	interpreting characters' feelings	1	-----											120	
	identifying with characters	1	-----											120	
	interpreting characters' motives	1	-----											120	
	inferring characters' perspectives	1	.....											120
	predicting characters' actions	1	.....											120
	identifying characters' traits	1	-----											120	
	identifying settings' features	1	.....											120
Literary Devices	interpreting similes				34									120
	interpreting exaggeration					45								120
	interpreting metaphors					49	.....							120
	interpreting sarcasm						59	.....						120
	interpreting referents							66	.....					120
	interpreting combined sentences								74	.....				120
	interpreting irony										94			120
Types of Literature	realistic fiction	1	-----											120	
	fantasy	5	.....										120	
	short stories	1	.....											120
	factual articles	1	.....											120
	novels	5	-----										120		
	poems				35									120
	biographies								76					120
	plays										83			120
Writing	writing answers to questions	1	-----											120	
	completing writing assignments	1	-----											120	
Reference	interpreting maps	4	.....											120
	filling out forms									81				120
	using reference books										85			120
	interpreting graphs											92		120

Skills Profile Folder

Name _____

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 5*, 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 a list of hard words without error.	1–8, 10–11, 13–16, 21, 25–40, 43, 45, 47, 52, 53, 55–57, 61–62, 74–77, 81–84, 86–95, 97, 99, 101, 104, 106, 108–116, 119	
	Orally reads a list of character names without error.	1–120	
Decoding Skills: Sentences and Stories	Reads part of a <i>Textbook</i> selection aloud.	1–39, 41, 46, 51–52, 55, 59, 61–62, 66, 71, 74–77, 81, 83–87, 89, 91, 96, 101, 106, 111, 116, 120 optional reading aloud 40, 42–45, 47–50, 53–54, 56–58, 63–65, 67–70, 72, 73, 79, 80, 82, 88, 90, 92–95, 97–100, 102–105, 107–110, 112–115, 117–119	
	Reads part of a <i>Textbook</i> selection silently.	1–120	
	Memorizes a poem.	51–52, 75–76	

COMPREHENSION ACTIVITIES

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Comprehension Skills: Comprehension Readiness	Follows directions presented orally by the teacher.	1–120	
Comprehension Skills: Vocabulary	Explains the meaning of a defined vocabulary word.	1–120	
	Explains the meaning of a vocabulary word based on context.	1–120	
	Explains the meaning of a common word or phrase used in a <i>Textbook</i> selection.	1–120	
	Reads and defines words unique to a specific dialect or accent.	1–3, 30, 61–62	
	Describes a picture and defines a vocabulary word.	17–18	

COMPREHENSION ACTIVITIES (continued)

	Reads a list of names of continents and identifies each continent on a map.	21	
	Uses a vocabulary word correctly within a sentence.	1–120	
	Uses vocabulary words to complete a crossword puzzle.	21, 37, 53, 91	
	Pronounces and defines homographs.	25	
	Uses classification to match vocabulary words and descriptors.	24, 89	
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 or writing the main idea, details, and events.	1–120	
	Puts a list of events from a <i>Textbook</i> story in the correct order.	1–3, 7–8, 11, 14, 16–17, 23, 34, 35, 38, 46, 56, 71, 75, 81, 99, 102, 109, 112, 117	
	Follows written directions.	1–120	
	Answers questions about related facts from a reading selection.	5, 22, 25	
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	
	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	
	Expresses personal preferences and feelings about a reading selection.	1–120	
	Answers questions by making comparisons.	11, 56, 57, 67–68, 107, 118	
	Infers the main idea of a specific paragraph.	15–20, 23–24, 28, 35	
	Infers details relevant to a specific main idea.	15–20, 23–24, 28, 35	
	Outlines the main idea and supporting details of a specific passage.	19–22, 25–27, 30, 34, 38, 46, 58, 80–84, 116, 120	

COMPREHENSION ACTIVITIES (continued)

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	
	Distinguishes factual information from fictional information in a given selection.	4–13, 17	
	Determines which statements are evidence of facts.	13	
	Determines whether given evidence is relevant or irrelevant to given facts.	21, 23–30, 33, 35, 38, 43, 47, 61, 74	
	Responds to a focus question related to a <i>Textbook</i> selection.	26–120	
	Explains how a given statement contradicts a given fact.	32–34	
	Writes sentences that contradict a true statement.	32	
	Identifies sentences in a text that contradict a given fact and then explains the contradiction.	35, 36	
	Identifies contradictory sentences in a text and then explains the contradiction.	37–42, 45, 65, 72, 85, 106	
	Writes the conclusion for a formal written deduction.	54–58, 60–64, 97	
	Answers questions about a text and then indicates whether the answers came from specific words in the text (literal) or from inference (inferential).	56–60, 63, 66, 68, 76, 86, 102, 113	
	Learns seven rules for identifying logical fallacies, such as “Just because you know about a part doesn’t mean you know about the whole thing.”	94–120	
	Explains how a given text breaks one of the rules.	94–120	
	Identifies which rule a given text breaks.	110–120	

LITERARY SKILLS

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Literary Skills: Characters and Setting	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 pretending to be a story character.	1–120	
	Answers questions about a story by interpreting a character’s motives.	1–120	
	Answers questions about a <i>Textbook</i> story by inferring the character’s point of view.	1–120	
	Answers questions about a <i>Textbook</i> story by predicting a character’s actions.	1–120	
	Completes exercises matching characters with their traits.	1–4, 6–7, 11–12, 14–16, 19–22, 29, 31–32, 34, 37, 40, 44–45, 48, 51, 52, 54, 55, 57, 63, 66, 68, 74, 82, 83, 85, 89, 91, 94, 96, 97, 100–102, 113, 117	
	Answers questions about a <i>Textbook</i> story by interpreting a character’s perspective.	9, 21, 25, 27–28, 30–31, 41–42, 49–50, 52–54, 59, 62–65, 95, 103, 104, 108, 110, 116, 119, 120	
	Answers questions about a <i>Textbook</i> story by identifying the important features of the story setting.	10, 14, 18, 28, 69, 79, 87, 105, 114, 117	
Literary Skills: Literary Devices	Identifies which two things a given simile compares and then explains how those things are the same.	39–44, 46, 53, 62, 72, 84, 96	
	Transforms literal statements into similes.	47–50, 70, 78	
	Identifies similes in a given text.	57–60	
	Identifies which part of a given exaggeration stretches the truth.	45–48, 69, 88, 108	
	Rewrites a given exaggeration so that it does not stretch the truth.	45–48, 55, 69, 88, 108	
	Identifies the exaggerations in a given text.	57–60	
	Identifies which two things a given metaphor compares and then explains how those two things are the same.	49–55, 67, 77, 107	
	Identifies metaphors in a given text.	57–60	
	Identifies figurative and literal statements.	43, 44	

LITERARY SKILLS (continued)

Identifies the type of figurative language used.	57, 59, 60	
Identifies sarcastic statements in a given text and uses evidence from the text to explain what the sarcasm means.	59–62, 71, 88	
Completes lines using a specified rhyme scheme.	51, 60, 67	
Rewrites a spoonerism to make it correct.	55, 59, 70, 75, 103	
Reads descriptions of several characters and then identifies which character might make a given statement.	61–64	
Identifies the unnamed speaker for each line of an extended dialogue.	65–67, 79, 110	
Reads individual sentences with substitute words and identifies the person or thing to which each substitute word refers.	66–68, 73	
Reads paragraphs with substitute words and identifies the person or thing to which each substitute word refers.	71, 72	
Reads paragraphs with substitute words, identifies the person or thing to which each substitute word refers, and writes the main idea related to the referent.	74, 75, 101	
Identifies which words have been omitted from a given sentence and then inserts those words in the sentence.	69–73, 89	
Forms a single sentence containing an appositive by combining two sentences.	74–78, 83, 104	
Forms two sentences from a single sentence containing an appositive.	76–78, 86	
Inserts an appositive into a given sentence.	79–83, 91	
Answers questions about a combined sentence.	115	
Recognizes that literary irony occurs when a character acts on the basis of a mistaken belief.	88–90	
Explains given examples of literary irony.	88–93, 96	

LITERARY SKILLS (continued)

Literary Skills: Types of Literature	Fantasy	5–13, 22–25, 31–36	
	Information passages	1, 4, 21, 26, 29, 31, 35–36, 52, 61, 64, 74, 76, 87–90, 92,97	
	Short stories	1–3, 14–20, 22–36, 52–3, 54–56, 57–59	
	Novels	4–13, 37–50, 62–73, 91–120	
	Biographies	76–82	
	Poetry	51, 60, 74–75, 86	
	Plays	83–85	
	Explains the use of repetition in a story.	3, 26–28	
	Performs a play.	83–85	
	Answers questions about a title page.	91	
	Determines the type of literature of previously read material.	118	

STUDY SKILLS

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Study Skills: Writing	Writes the answers to questions presented in the <i>Textbook</i> and <i>Workbook</i> .	1–120	
	Completes writing assignments.	1–120	
Study Skills: Using Reference Material	Uses a given map to answer questions about direction, relative size, proximity, labels, and other map-related concepts.	4–13, 15, 18, 21, 23, 26, 29, 36, 61, 66, 70, 73, 74, 76, 78–80, 87, 89, 90, 102	
	Uses a given map to determine whether statements are true or false.	91–95, 98, 99, 109	
	Fills out standard forms.	81–84, 87, 103, 114	
	Identifies the appropriate use of atlases, dictionaries, and encyclopedias.	85–90, 94	
	Uses a given graph to answer questions about quantity, change, and other graph-related concepts.	92–97	
	Uses a given graph to determine whether statements are true or false.	100, 101, 105, 115	

ACTIVITIES ACROSS THE CURRICULUM

CATEGORIES	SKILLS	LESSON RANGE	DATE MASTERED
Activities Across the Curriculum	Solves math problems about rate and time.	5	
	Compares a modern map with a historic map.	10	
	Completes a chart.	15	
	Performs a scene from a story.	20	
	Writes directions for making a clay bowl and draws a picture of one of the steps.	20	
	Rewrites sentences using more vivid language.	25	
	Locates places on a map and writes about those places.	30,80,105	
	Explains onomatopoeia.	30	
	Draws or paints a still-life picture.	30	
	Performs a skit.	35	
	Writes a poem.	40	
	Compares and contrasts climates, novels and movies, and characters.	45, 50, 120	
	Writes a paragraph about air pollution and proposed solutions.	55	
	Makes a bar graph.	55	
	Reads a diagram to compare sizes of trees.	60	
	Develops questions, conducts an interview, and writes a news story.	65	

Vocabulary List

The following list shows the vocabulary words and phrases taught in *Reading Mastery Signature Edition*, Grade 5. The list shows the number of the lesson in which each word or phrase is introduced. For example, abroad is introduced on lesson 25.

abroad	25	brim	92	croon	54	estimate	116
absorbed	92	bronze	5	cross	16	eternity	109
absurd	43	broth	29	cubic inch	86	ex-	50
abuse	105	bulky	89	curlow	51	exception	84
accomplish	29	bungle	64	custom	11	excessive	31
accustomed	39	burro	14	dainty	27	exchange	24
adopt	118	calamity	2	day of reckoning	13	exhausted	25
adorn	37	canvas	30	decayed	29	exquisite	34
advanced	1	canvas	8	deception	82	famished	116
affair	16	caress	48	decked out	38	fasting	22
aggravate	95	carpenter	7	deed	6	fawn	12
agitated	48	casual	93	defy	66	feeble	12
agony	81	catastrophe	111	delicacies	32	fit 77	
agreeable	23	cavern	31	demand	3	flask	9
ailment	95	cease	6	departed	5	flee	10
ambush	88	challenging	43	dependable	26	fleece	4
amid	110	charter	110	deprive	23	flinch	112
anatomy	104	chauffeur	1	deputy	113	flirt	103
ancestors	16	cherish	7	despise	74	flustered	104
anguish	53	churn	63	detain	35	folly	104
anon	60	chute	2	devoted	48	foolhardy	97
antic	102	citizens	3	devour	22	for a spell	1
appeal	54	clad	117	diameter	55	forecastle	62
apprehensive	115	clasp	53	diary	104	forenoon	86
apt	33	climax	106	disaster	4	forge ahead	72
arouse	67	clutter	110	discard	39	forlorn	40
artificial	82	coffin	98	distinct	109	foster parent	57
assemble	23	collapse	25	distinguished	38	foundry	118
astound	84	collide	63	diversion	54	fragment	92
at rise	83	commotion	4	divine	2	frail	37
atmosphere	105	complicate	66	doth	60	franc	52
awe	40	compose	33	doze	96	fret	117
bait	65	confidential	107	drab	50	frivolous	34
Bastille	40	congregation	94	dramatic	40	fulfill	5
batter	1	conscience	91	draw straws	5	furnish	118
bay	108	consent	111	drone	93	gadget	2
bedraggled	44	considerable	95	dryly	84	gale	70
bedstead	38	contemplate	93	dumbfounded	83	gallant	57
beforehand	83	contempt	30	dusky	12	game	57
behold	33	contestant	55	dwindle	89	garret	39
best man	56	coop	26	easel	30	gavel	84
bewildered	13	core	56	efface	51	genuine	95
birch	59	corral	14	electrified	101	ghastly	101
blissful	109	corridor	87	elude	112	gift	40
bluff	117	corridor	87	emerge	36	gingerly	94
blunder	98	courteous	12	encounter	4	give somebody the slip	68
boar	10	craving	39	endure	53	gloat	118
bore	113	create a market	3	endure	90	gnarled	29
bough	57	crest	59	engaged	98	goblin	25
box social	1	crestfallen	102	enlarge	3	gourd	14
bricklebrit	24	crimson	40	entice	33	grate	45
		critical	97				

gratifying	34	lavish	114	peal	117	revenge	11
graze	4	legend	88	peer	8	revive	115
grisly	25	liberty	36	perils	7	rheumatism	53
groggy	81	lice	10	perish	6	rigid	88
haggard	106	licking	77	perplexed	91	rising inflection	83
hail	67	liver	45	persistent	30	risk	5
hamlet	117	lobby	53	pertain	52	rodeo	13
harass	97	loft	118	pew	94	rollick	111
harsh	64	lofty	32	philosopher	92	romp	112
hath	60	logic	94	pick	107	roost	27
health hazard	28	loom	7	pine pitch	59	rot	19
hemlock	59	loom	70	pinochle	2	ruins	16
heron	57	loot	62	pirate	61	ruts	76
hideous	6	lull	96	pitfall	116	satin	52
hinder	4	lunatic asylum	27	plaid	55	savage	8
hire	3	lurk	7	plantation	76	scant	47
hobble	82	luscious	46	play hooky	101	scoff at	30
hoe	17	lush	36	plaza	15	scornful	75
hoist	63	luxurious	45	ploughboy	60	scoundrel	113
hold the wire	2	lynch	105	pluck	5	scrawl	97
horrid	42	majority	83	plume	37	scuffle	97
hostler	51	maneuver	55	plush	89	sensation	104
huckleberry	57	mar	65	pneumonia	28	sensation	81
humiliating	52	massive	31	poised	71	sentry	111
hurtle	70	mast	5	pomegranate	35	sermon	94
idiotic	30	melancholy	33	ponder	45	settler	89
idle	15	merchandise	3	pottery	14	sheltered	6
illuminated	32	mesa	14	precious	25	shock	44
immortal	106	minister	94	preen	26	show promise	73
impact	118	minstrel	9	principal	64	shriveled	33
impudent	43	mirage	26	proceedings	104	shuffle	42
in debt	82	miscalculation	48	prod	97	shy	84
in the midst	7	mist	6	profound	111	sic	68
in vain	13	morsel	32	proposal	50	sidle	91
incident	47	mortified	95	provisions	117	skeptical	3
Inclined	42	motive	32	prudent	31	skiff	62
independent	102	mount	38	puny	64	skirt	67
indifferent	103	muffled	69	quarantine station	65	skylight	37
indignant	34	mute	109	quench	118	slaughterhouse	110
inherit	38	naval	64	quiver	13	slay	5
initials	83	neglect	11	raid	81	slender	59
inlet	112	nevermore	51	random	102	smarting	43
insecure	106	New England	58	rare	58	smirk	61
interfere	107	noble	9	reap	81	smother	91
intricate	112	nonetheless	13	rebel	61	smudge	19
intruder	108	nourishment	27	receipt	1	smug	91
isolated	105	oath	99	reception	56	snicker	77
jealous	103	obliged	37	reception	73	sow the seeds of doom	10
jostled	44	of your own accord	35	recollect	34	spite	103
junction	90	one chance in ten	29	reflect	110	splendor	31
juniper	15	orchard	14	reform school	67	sprouts	22
justice of the peace	94	outcast	39	regard	55	spunk	66
juvenile	96	outrage	26	regiment	81	spurn	54
keg	65	outwit	64	rejoice	24	spurt	66
landing	87	oyster	61	relic	114	squash	14
landmark	58	palette	30	remarkable	24	squat	28
lapse	94	parasol	56	resemble	111	staggering	82
lasso	13	parcel	47	resume	92	stalactite	115
launch	8	pathetic	98	reveal	59	stalagmite	115

stalk	28	surrender	81	translate	4	vent	46
stand trial	105	survey	69	trifle	106	verdict	106
steed	51	swagger	29	trio	57	vicious	91
stir	65	swear	99	triumphant	31	victorious	13
strained	69	sympathize	17	tropical	45	villain	104
stroller	45	systematically	90	twining	26	vow	12
studio	28	tamper	27	twitch	38	vulgar	96
subscribe	40	tannery	99	unanimous	83	wallow	6
subside	23	tar	4	undisputed	56	wardrobe	37
suitable	50	taunt	66	unearth	109	waver	92
suitor	6	tedious	116	unearthly	11	whiskey	114
suits	92	tenant	26	unheeded	74	wilderness	58
sulk	84	testify	82	unkindly disposed	1	wilt	31
sullen	31	tether	22	unprecedented	55	wince	66
summit	71	threshold	32	unravel	53	wistful	96
summon	32	throng	110	untidy	67	worship	93
superb	27	tick	96	up-and-coming	1	wrath	22
supernatural	90	topic	105	uproar	12	wretch	22
supple	12	tow	64	utterly	108	writhe	75
suppress	61	tradition	87	vacant	39	yucca	14
surf	8	traitor	91	vague	46		
surge	64	tranquil	92	vengeance	72		

Grade 5, Letter 1

To the family of _____

This school year your child is enrolled in Grade 5 of the *Reading Mastery Signature Edition* reading program. The program will help your child develop the reading skills needed for success in school. This year your child will be reading classic novels, such as *The Odyssey* and *Tom Sawyer*, several well-known short stories, many nonfiction articles, some poems, and a play. Many difficult vocabulary words are introduced. Vocabulary exercises in the program will help your child learn, review, remember, and use the words that are taught.

Your child will learn study skills, such as outlining, interpreting maps and graphs, and using references. These skills will help your child in other subject areas, such as science and social studies. In addition, your child will learn to recognize and understand relevant information, contradictions, figurative language, irony, and rules of logic.

In *Reading Mastery Signature Edition, Grade 5*, 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 5*, 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,

Grado 5, Carta 1

A la familia de _____

Este año escolar, su hijo(a) se ha inscrito en Grado 5 en el programa *Reading Mastery Signature Edition*. La programa le ayudará a su hijo(a) a aprender las destrezas de lectura necesarias para triunfar en la escuela. Este año su hijo(a) leerá obras clásicas muy conocidas, como *The Odyssey* y *Tom Sawyer*, cuentos cortos, varios artículos didácticos, algunos poemas y un drama. Muchas palabras difíciles se introducen. Los ejercicios de vocabulario le ayudarán a su hijo a aprender, repasar, recordar y usar las palabras que se enseñen.

Su hijo(a) aprenderá destrezas de estudio como hacer un bosquejo, interpretar mapas y gráficos, y usar materiales de consulta. Estas destrezas le ayudarán a su hijo(a) en otras materias, como las ciencias y los estudios sociales. También, su hijo(a) aprenderá a reconocer y comprender información relevante, contradicciones, lenguaje figurado, ironías y reglas de lógica.

En *Reading Mastery Signature Edition*, Grado 5, su hijo(a) trabajará en destrezas importantes de escritura y lenguaje. Proyectos de investigación se requerirán las destrezas de buscar, leer, y usar información para escribir informes. En otras tareas de escritura, su hijo(a) aplicará información de los cuentos y artículos del programa.

Es importante este año que usted dice a su hijo(a) que la tarea en *Reading Mastery Signature Edition*, Grado 5, es muy importante. Anime a su hijo(a) a leer algo en casa cada día. Recuérdele que “mientras más lea, mejor lector será”.

Si usted tiene preguntas o desea obtener más ideas para ayudar a su hijo(a) con la lectura este año, por favor llámeme a la escuela. Me encantará hablar con usted.

Gracias,

Grade 5, Letter 2

To the family of _____

Your child has completed _____ lessons of *Reading Mastery Signature Edition*, Grade 5. 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 has gained an understanding of common types of figurative language, such as similes and metaphors. Your child 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,

Grado 5, Carta 2

A la familia de _____

Su hijo(a) ha terminado _____ lecciones de *Reading Mastery Signature Edition*, Grado 5. Todos los días su hijo(a) ha trabajado en las destrezas de lectura necesarias para alcanzar buenas notas en la escuela. Ahora su hijo(a) puede leer rápido. También, durante este período escolar, su hijo(a) ha aprendido muchas destrezas de estudio y ha obtenido una comprensión de los tipos comunes de lenguaje figurado, como símiles y metáforas. Su hijo(a) puede leer y utilizar información para escribir informes de investigación. Éstas son destrezas importantes que le ayudarán a alcanzar éxito en el próximo año escolar y en todos los años venideros.

Durante estas vacaciones escolares, anime a su hijo(a) a leer algo cada día. Como en todo lo que intentamos aprender, la lectura requiere práctica— mucha práctica. Recuérdele a su hijo(a) que que “mientras más lea, mejor lector será”. Dígale a su hijo(a) que está orgulloso(a) de su progreso en la escuela.

Si tiene preguntas o desea obtener más ideas para ayudar a su hijo(a) con la lectura durante estas vacaciones del año escolar, por favor llámeme a la escuela. Me encantará hablar con usted.

Gracias,

Sample Lesson

The following section contains sample lessons, exercises, and activities from *Reading Mastery Signature Edition, Grade 5*. Included are Lesson 37 from the Presentation Book, Textbook, and Workbook; Lesson 37 from the *Spelling Presentation Book*; and Activity 13 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 37, part A, in their textbooks.)

EXERCISE 1

Hard Words

- Look at column 1.
 - These are hard words from your textbook stories.

- | | |
|-------------|---------------|
| 1. decorate | 4. climate |
| 2. bedstead | 5. possession |
| 3. tolerate | |

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

EXERCISE 2

New Vocabulary

- Look at column 2.
 - First we'll read the words in this column. Then we'll read their definitions.

- | | |
|------------|-------------|
| 1. obliged | 4. wardrobe |
| 2. frail | 5. adorn |
| 3. plume | 6. skylight |

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

EXERCISE 3

Vocabulary Definitions

- Everybody, find part B. ✓
 - These are definitions for the words you just read.
- (For each word, call on a student to read the definition and the item. Then ask the student to complete the item.)

- obliged**—When you are *obliged* to do something, you are required to do it.

- What's another way of saying *She was required to visit Mrs. Jones*?
- What's the answer? (Response: *She was obliged to visit Mrs. Jones.*)

- frail**—Somebody who is *frail* is weak and delicate.

- What's another way of saying *The leaf was weak and delicate*?
- What's the answer? (Response: *The leaf was frail.*)

- plume**—A *plume* is a large feather. People sometimes wear plumes on hats.

- What do we call large feathers?
- What's the answer? (Response: *Plumes.*)

- wardrobe**—All the clothes you have are called your *wardrobe*.

- What is your wardrobe?
- What's the answer? (Idea: *All the clothes you have.*)

- adorn**—When you *adorn* something, you decorate it.

- What's another way of saying *Her hat was decorated with plumes*?
- What's the answer? (Response: *Her hat was adorned with plumes.*)

6. **skylight**—A *skylight* is a window in the roof of a house.
- What is a skylight?
 - **What's the answer?** (Idea: *A window in the roof of a house.*)

EXERCISE 4

Contradictions

1. Everybody, turn to part E at the end of today's story. ✓
 - (Call on individual students to read several sentences each.)
 - (At the end of each section, present the questions for that section.)

Write the answers to items 1–3.

Here's how to find a contradiction in a passage:

- Assume that what the writer says first is true.
- Read until you find a contradiction.
- Make up an if-then statement that explains the contradiction.
- **Name the three things you do to find a contradiction in a passage.** (Idea: *Assume that what the writer says first is true; read until you find a contradiction; make up an if-then statement that explains the contradiction.*)

There are no underlined statements in the passage below. Read the passage and find a statement that contradicts an earlier statement.

Bert was getting ready for his camping trip. At six in the morning, he started filling his backpack. He put in three shirts, an extra pair of pants, and some socks. When he left a few minutes later, the sunset was turning the sky red. Bert looked forward to his trip.

1. Write the statement you assume to be true.
 - **Which statement do you assume is true?** (Response: *At six in the morning, he started filling his backpack.*)
2. Write the contradiction.
 - **Which statement is the contradiction?** (Response: *When he left a few minutes later, the sunset was turning the sky red.*)

3. Write an if-then statement that explains the contradiction.
 - **What's the answer?** (Idea: *If Bert left at six in the morning, then the sun couldn't be setting.*)
 - You'll write the statement later.

READING

EXERCISE 5

Story Background

1. Everybody, turn back to part C. ✓
2. (Call on individual students to read several sentences each.)
 - (At the end of each section, present the questions for that section.)

The British Empire

In this lesson, you will begin reading the novel *Sara Crewe*, by Frances Hodgson Burnett. The novel takes place in London around 1880, and the main character is a girl named Sara. She attends a boarding school—a type of school where students live. Students stay at a boarding school all the time except for holidays, when they usually go home.

- **What is the name of the main character?** (Ideas: *Sara; Sara Crewe.*) (ND)
- **What kind of school does Sara attend?** (Response: *A boarding school.*) (ND)
- **How is a boarding school different from a regular school?** (Idea: *Students live there.*) (C/C)

Sara's father lives in India, where he is a captain in the British Army. At that time, India was a colony in the British Empire. It was one of many colonies around the world that were ruled from London by British kings and queens. The British Army stayed in India to keep control of the colony.

Sara's mother is dead. Because Sara is a frail child who cannot tolerate the hot weather in India, her father decides to send her to boarding school in London. The map below shows the location of India and London.

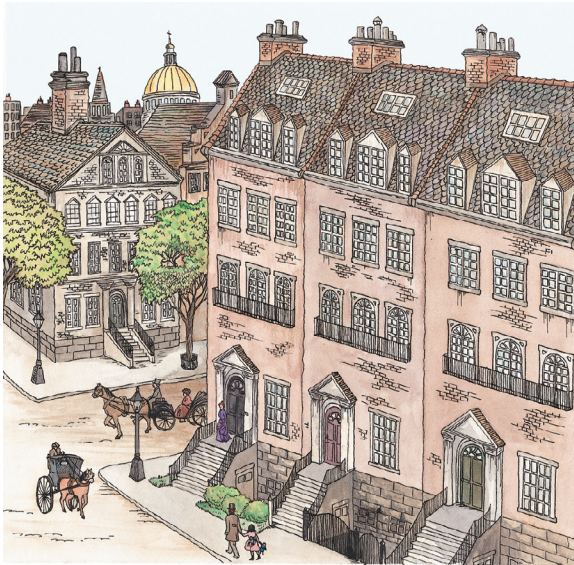
- At the time of this story, what country was a colony in the British Empire? (Response: *India.*) (ND)
- Can anybody name other countries that were once colonies of the British Empire? (Ideas: *The United States; Canada; Australia; South Africa.*) (APK)
- Why were Sara and her father in India? (Idea: *Her father was in the British Army.*) (C/E)
- Why did Sara’s father return her to England? (Idea: *Sara could not tolerate the hot weather in India.*) (DCE)

EXERCISE 6

Focus Question

1. Everybody, find part D. ✓
- This is the title page for the novel.

Sara Crewe
by Frances Hodgson Burnett



- The picture shows a London neighborhood around 1880. (V)
 - Describe the houses. (Ideas: *They’re connected; they look alike; they have skylights and chimneys.*) (V)
 - Why are there no cars? (Idea: *Cars hadn’t been invented yet.*) (D)
2. Now look at the next page.
 - What’s the focus question for today’s lesson? (Response: *How did Sara feel about going to boarding school?*)

EXERCISE 7

Reading Aloud (Optional)

1. We’re going to read aloud to the diamond.
 - (Call on individual students to read several sentences each.)

Chapter 1

Miss Minchin

Focus Question: How did Sara feel about going to boarding school?

Miss Minchin lived in London. Her home was a large, dull, tall one in a large, dull square where all the houses were alike and all the sparrows were alike and where all the door knockers made the same heavy sound. On still days, the door knockers seemed to echo around the square.

On Miss Minchin’s door was a brass plate with the following words:

MISS MINCHIN’S
BOARDING SCHOOL
FOR YOUNG LADIES

When Sara Crewe was eight years old, she was brought to Miss Minchin’s Boarding School. Her father, Captain Crewe, brought her all the way from India. Her mother had died when she was a baby, and her father had kept Sara with him as long as he could. Then, because the hot Indian climate was bad for Sara’s health, he brought her to England to live in Miss Minchin’s boarding school. Except for Sara, Captain Crewe did not have a relative in the world, so he was obliged to place her at a boarding school.

Sara was not a pretty child. She was thin, and she had a weird, interesting little face, short black hair, and very large green-gray eyes with heavy black lashes. ♦

EXERCISE 8

Silent Reading

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

When Sara and her father came into the school, Miss Minchin took them into her office and said, “Sara is a beautiful and promising little girl, Captain Crewe. She will be a favorite pupil.”

Miss Minchin was tall and had large, cold, fishy eyes and large, cold hands, which seemed fishy, too, because they were so damp. She touched Sara on the forehead, and chills ran down Sara's back as Miss Minchin repeated, "Yes, she will be a favorite pupil, quite a favorite pupil."

Captain Crewe was very sad at the thought of parting with his little girl. She was all he had left to remind him of her beautiful mother, whom he had dearly loved. He wanted his daughter to have everything the most fortunate little girl could have, so he took Sara out and bought her many beautiful clothes. ★

The saleswomen in the shops said, "Here is our very latest thing in hats. The plumes are exactly the same as those we sold to Lady Diana Sinclair yesterday." Captain Crewe immediately bought what was offered and paid whatever was asked. The result was that Sara had a most extraordinary wardrobe. Her dresses were silk and velvet. Her hats and bonnets were covered with bows and plumes. Her slippers were adorned with real lace. Captain Crewe also bought her a large doll named Emily, whose dresses were as extraordinary as Sara's.

When they had finished shopping, they took a horse-drawn cab back to the school. Then Captain Crewe gave Miss Minchin some money and went away.

For several days, Sara would neither touch the doll nor her breakfast nor her dinner nor her tea and would do nothing but crouch in a small corner by the window and cry. She cried so much that she made herself ill. She was a strange child, with old-fashioned ways and strong feelings. She adored her father and could not believe that London and Miss Minchin were better for her than India. She had already begun to hate Miss Minchin and to think little of Miss Amelia, who was Miss Minchin's younger sister.

- How did Sara feel about going to boarding school? (Ideas: *She didn't like it; she cried about it; she couldn't believe that London was better than India.*) (DCE)
- How many relatives did Sara's father have besides Sara? (Idea: *None.*) (ND)

- What was the name of the boarding school Sara went to? (Response: *Miss Minchin's Boarding School for Young Ladies.*) (ND)
- Tell three things about Sara when she first came to the boarding school. (Ideas: *She was eight years old; she was not a pretty child; she had nice clothes; she was sad to be there; she was not very healthy.*) (R)
- Tell three things about Miss Minchin. (Ideas: *She was tall and big; she had fishy eyes; she had cold, wet hands.*) (R)
- Why did Captain Crewe buy Sara so many clothes? (Idea: *He wanted her to have everything a fortunate girl should have.*) (DCE)
- What did Sara do for several days after her father left? (Ideas: *Didn't eat; crouched in a corner and cried; made herself ill.*) (Sum)
- How did Sara feel about Miss Minchin? (Idea: *She hated her.*) (DCE)

EXERCISE 9

Paired Practice (Optional)

1. Now you'll read in pairs.
 - Whoever read second the last time will read first today.
 - Remember to start at the diamond and switch at the star.
2. (Observe students and answer questions as needed.)

AFTER READING

EXERCISE 10

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
 - Vocabulary
 - Crossword puzzle
 - Character traits
 - Contradictions
 - Vocabulary review
 - Comprehension
 - Writing

EXERCISE 11

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 37 after completing Reading lesson 37. See *Spelling Presentation Book*.)

A WORD LISTS

1

Hard Words

1. decorate
2. bedstead
3. tolerate
4. climate
5. possession

2

New Vocabulary

1. obliged
2. frail
3. plume
4. wardrobe
5. adorn
6. skylight

B VOCABULARY DEFINITIONS

1. **obliged**—When you are *obliged* to do something, you are required to do it.
 - What's another way of saying *She was required to visit Mrs. Jones*?
2. **frail**—Somebody who is *frail* is weak and delicate.
 - What's another way of saying *The leaf was weak and delicate*?
3. **plume**—A *plume* is a large feather. People sometimes wear plumes on hats.
 - What do we call large feathers?
4. **wardrobe**—All the clothes you have are called your *wardrobe*.
 - What is your wardrobe?
5. **adorn**—When you *adorn* something, you decorate it.
 - What's another way of saying *Her hat was decorated with plumes*?
6. **skylight**—A *skylight* is a window in the roof of a house.
 - What is a skylight?

STORY BACKGROUND

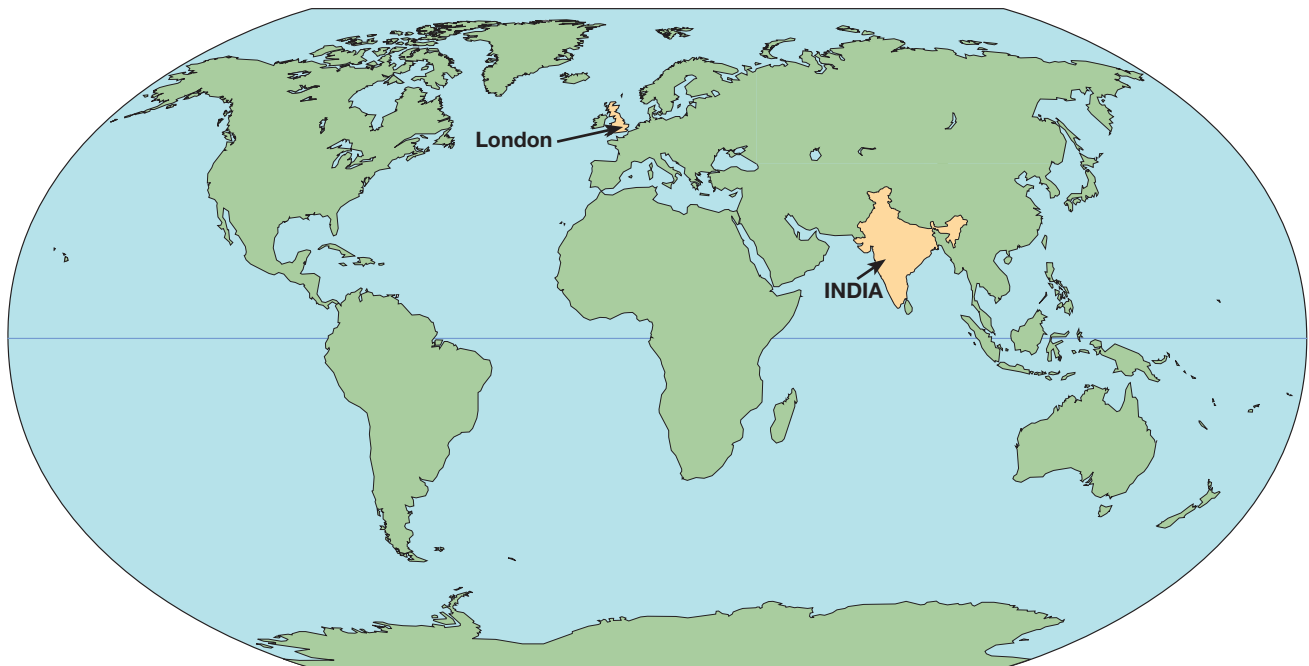
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Sara’s father lives in India, where he is a captain in the British Army. At that time,

India was a colony in the British Empire. It was one of many colonies around the world that were ruled from London by British kings and queens. The British Army stayed in India to keep control of the colony.

Sara’s mother is dead. Because Sara is a frail child who cannot tolerate the hot weather in India, her father decides to send her to boarding school in London. The map below shows the location of India and London.



Sara Crewe

*by Frances Hodgson Burnett**



** Adapted for young readers*

Chapter 1

Miss Minchin

Focus Question: How did Sara feel about going to boarding school?

Miss Minchin lived in London. Her home was a large, dull, tall one in a large, dull square where all the houses were alike and all the sparrows were alike and where all the door knockers made the same heavy sound. On still days, the door knockers seemed to echo around the square.

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Sara was not a pretty child. She was thin, and she had a weird, interesting little face, short black hair, and very large green-gray eyes with heavy black lashes. ◆

When Sara and her father came into the school, Miss Minchin took them into her office and said, "Sara is a beautiful and promising little girl, Captain Crewe. She will be a favorite pupil."

Miss Minchin was tall and had large, cold, fishy eyes and large, cold hands, which seemed fishy, too, because they were so damp. She touched Sara on the forehead, and chills ran down Sara's back as Miss Minchin repeated, "Yes, she will be a favorite pupil, *quite* a favorite pupil."

Captain Crewe was very sad at the thought of parting with his little girl. She was all he had left to remind him of her beautiful mother, whom he had dearly loved. He wanted his daughter to have everything the most fortunate little girl could have, so he took Sara out and bought her many beautiful clothes. ★

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bought her a large doll named Emily, whose dresses were as extraordinary as Sara's.

When they had finished shopping, they took a horse-drawn cab back to the school. Then Captain Crewe gave Miss Minchin some money and went away.

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E CONTRADICTIONS

Write the answers to items 1–3.

Here's how to find a contradiction in a passage:

- Assume that what the writer says first is true.
- Read until you find a contradiction.
- Make up an if-then statement that explains the contradiction.

There are no underlined statements in the following passage. Read the passage and find a statement that contradicts an earlier statement.

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1. Write the statement you assume to be true.
2. Write the contradiction.
3. Write an if-then statement that explains the contradiction.

F VOCABULARY REVIEW

detain
gratifying
lush
liberty
emerges

For each item, write the correct word.

1. Plants that are growing well are .
2. When something comes out of a place, it from that place.
3. Another word for *freedom* is .

G COMPREHENSION

Write the answers.

1. How did Sara feel about going to boarding school?
2. How is a boarding school different from a regular school?
3. In what ways was Miss Minchin like a fish?
4. Why did Captain Crewe buy Sara such extraordinary clothes?
5. Why did Sara have to leave India?

H WRITING

What kind of school would you rather go to, a boarding school or a regular school?

Write an essay that explains what kind of school you would prefer. Try to answer the following questions:

- In what ways are boarding schools better than regular schools?
- In what ways are regular schools better than boarding schools?
- Which type of school would you prefer? Why?

Make your essay at least fifty words long.

Name _____

A STORY DETAILS

Write or circle the answers.

1. In what city did Miss Minchin live?

2. What country had Sara come from?

3. What was the weather like in that country?

4. What kind of school did Miss Minchin run?

5. How old was Sara when she arrived at Miss Minchin's school?

6. Captain Crewe bought Sara some _____ clothes.

- practical
- inexpensive
- exquisite

7. What materials were Sara's new dresses made of?

8. What toy did Captain Crewe buy for Sara?

B VOCABULARY

Write the correct words in the blanks.

indignant	exquisite
lush	accord
detain	emerged
recollect	liberty
frivolous	gratifying

1. It took months to make this

_____ silk dress.

2. The girl could not _____ where she left her doll.

3. The bad cook was _____ about his customers' complaints.

4. The prisoners went into the yard of their own _____.

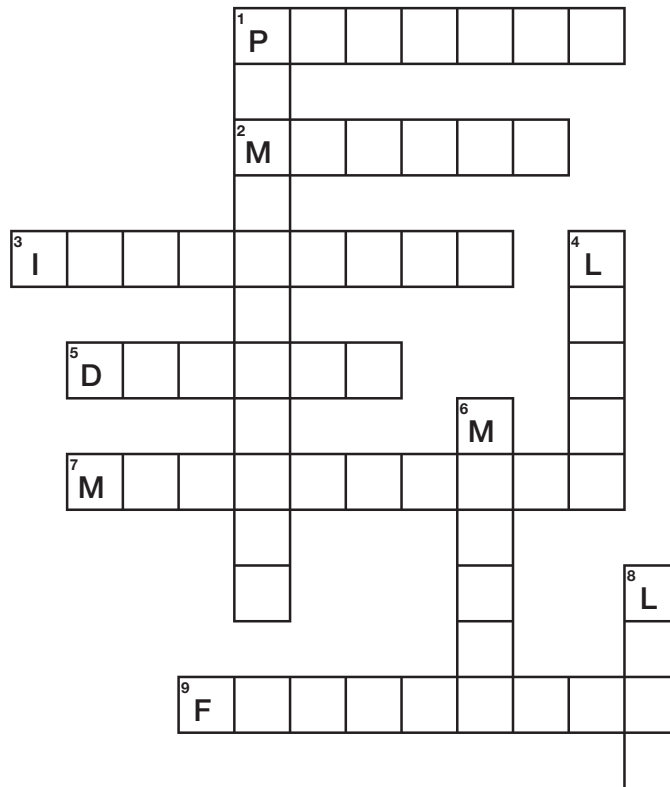
5. The reporters tried to _____ her to ask more questions.

6. The deer lay down in the _____ meadow.

7. One great man said, "Give me _____ or give me death!"

8. The groundhog _____ from his hole and took a look around.

9. After all our hard work, their praise was _____.



C CROSSWORD PUZZLE

Use the clues to complete the puzzle.

Across

- Someone who is wise and careful is ____.
- A person's reason for doing something is the person's ____.
- When you are angry and insulted, you are ____.
- When you delay somebody, you ____ that person.
- Another word for *sad*
- Another word for *foolish*

Down

- A red fruit that contains many seeds
- Something that is very high is ____.
- A bit of food is a ____.
- Plants that have lots of leaves are ____.

D CHARACTER TRAITS

Write which character each phrase or statement describes. Choose *Miss Minchin*, *Sara*, or *Captain Crewe*.

- An officer in the army

- Was like a fish

- His wife had died.

- Had an extraordinary wardrobe

- Ran a school

GO TO PART E IN YOUR TEXTBOOK.

EXERCISE 1

Sentence

- a. (Write on the board:)

The union of physical science and logic was a major development.

- I'll read the sentence on the board: **The union of physical science and logic was a major development.**
 - Let's spell some of those words.
- b. Spell **union**. Get ready. (Signal.) *U-N-I-O-N.*
- Spell **physical**. Get ready. (Signal.) *P-H-Y-S-I-C-A-L.*
 - Spell **science**. Get ready. (Signal.) *S-C-I-E-N-C-E.*
 - Spell **development**. Get ready. (Signal.) *D-E-V-E-L-O-P-M-E-N-T.*
- c. (Erase the board.)
- d. Now let's spell some of the words in that sentence without looking.
- Spell **union**. Get ready. (Signal.) *U-N-I-O-N.*
 - Spell **physical**. Get ready. (Signal.) *P-H-Y-S-I-C-A-L.*
 - Spell **science**. Get ready. (Signal.) *S-C-I-E-N-C-E.*
 - Spell **development**. Get ready. (Signal.) *D-E-V-E-L-O-P-M-E-N-T.*

EXERCISE 2

Nonword Base

- a. One morphograph that cannot stand alone is **cept**.
- What morphograph? (Signal.) *Cept.*
 - Spell **cept**. Get ready. (Signal.) *C-E-P-T.*
- b. Get ready to spell words that have the morphograph **cept**.
- c. First word: **concept**.
- What's the first morphograph in **concept**? (Signal.) *Con.*
 - Next morphograph? (Signal.) *Cept.*
 - Spell **concept**. Get ready. (Signal.) *C-O-N-C-E-P-T.*
- d. Next word: **except**.
- What's the first morphograph in **except**? (Signal.) *Ex.*
 - Next morphograph? (Signal.) *Cept.*
 - Spell **except**. Get ready. (Signal.) *E-X-C-E-P-T.*
- e. (For **receptive** and **deception**, have students identify each morphograph and spell each entire word.)

EXERCISE 3

Word Building

- a. (Write on the board:)

1. catch + es = _____
2. back + ing = _____
3. huge + ly = _____
4. bliss + ful + ly = _____
5. pro + tect + ion = _____
6. fury + ous + ly = _____

- b. You're going to write the words that go in the blanks.
- Number your paper from 1 to 6. ✓
 - c. Word 1. Write **catches** on your paper. ✓
 - d. Do the rest of the words on your own. ✓
 - e. Check your work. Make an **X** next to any word you got wrong.
 - f. Word 1. Spell **catches**. Get ready. (Tap for each letter.) *C-A-T-C-H-E-S.*
 - (Repeat for: **2. backing**, **3. hugely**, **4. blissfully**, **5. protection**, **6. furiously**.)

ACTIVITY 13

After Lesson 50

Writing: Comparing a Book and a Movie

Objective: Students will determine differences between the novel *Sara Crewe* and a movie based on the book.

Directions: Arrange for your class to see the 1995 version of the movie *A Little Princess*. After they have watched the movie, have students read the directions on Blackline Master 8. Have them work in pairs to determine differences between the book and the movie. Then have them tell what they like best about the book and the movie.

Evaluation: Students should identify differences between the book and the movie. They should be able to describe differences in characters, setting, and plot. Students should also describe the parts they like best about the book and the movie.

ACTIVITY 13:**Comparing a Book and a Movie**

Directions: With a partner, make a list of the ways the book and the movie you saw are different. Tell what is different about the characters, setting, and plot. Then list what you liked best in the book and what you liked best in the movie.

	<i>Sara Crewe</i>	<i>A Little Princess</i>
Characters		
Setting		
Plot		
What I Liked Best		

SRA
**Reading
Mastery**
Signature Edition

Teacher's Guide
Grade 2

Siegfried Engelmann
Susan Hanner



Columbus, OH

SRAonline.com



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About This Guide

The lessons for *Reading Mastery Signature Edition*, Grade 2 provide virtually all the specific information that **RG-txt i** them. The purpose of this guide is not to repeat the specific directions that appear in the lessons, but to explain the rationale for the procedures and to provide the kind of information that you will probably need to deal with specific problems. **RG-txt**

Introduction

FM-A hd

Reading Mastery Signature Edition, Grade 2 is a one-year program containing 145 lessons that are designed to follow *Reading Mastery Signature Edition*, Grade 1. All levels of *Reading Mastery Signature Edition* are research-based sequences that have been thoroughly field-tested and revised on the basis of performance of teachers and students. Following completion of *Reading Mastery Signature Edition* Grade 2, students may go into a variety of programs. They may continue with structured reading. One such option, which is continuous with the skills and formats of Grade 2, is *Reading Mastery Signature Edition*, Grade 3.

In any case, the students who complete Grade 2 will have solid **RG-txt w/bs** relatively large reading vocabulary, and a good working knowledge of word meanings. The most important attribute students will have, however, is skill in **reading to learn**. They will be well-practice **RG-txt b**

concepts and glean new information from texts that they read, rather than from accompanying discussions. Their ability to “read to learn” enables them to engage in a variety of sophisticated projects involving research and reading on a variety of topics. Many students who fail to become good functional readers have not received the kind of practice and perspectives necessary to develop proficiency in reading to learn. Their reading programs concentrated almost exclusively on stories, simple information passages, and literature. In contrast, *Reading Mastery Signature Edition*, Grade 2 provides a very strong focus on the skills needed for students to become proficient at letting a textbook or article “teach” them something that may involve rules and evidence.

Facts About the Program

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For Whom

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Reading Mastery Signature Edition, Grade 2 is appropriate for students who have completed *Reading Mastery Signature Edition, Grade 1*. It also may be used for any student who reads at about beginning second-grade level. The placement test that appears in Appendix A of this guide may be used to determine whether students meet the criteria for placement in *Reading Mastery Signature Edition, Grade 2*.

Program Components

Teacher Support

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The following teacher materials are included in *Reading Mastery Signature Edition, Grade 2*:

- **3 presentation books** provide specific teacher in **FM-bl** presenting every activity in the program.
- **An Answer Key book** contains answer keys for worksheet and textbook responses.
- **The Teacher's Guide** provides a complete explanation of the program and how to teach it. Explanations of the program components indicate skills students learn. The guide provides suggestions for teaching critical exercises and for correcting more typical mistakes. The guide also discusses the in-program tests and specifies remedies for students who do not perform acceptably on these tests. The guide's Appendices include a list of spelling words, glossary, placement test, summary sheets, and reproducible blackline masters used in teaching the

PU 3 Grade 2 Presentation book covers to place at the bottom of the page. Overlap covers and use drop shadows.

program. Blackline masters of family letters are also supplied to be sent home twice during the school year.

- **The Spelling Presentation Book** provides scripted material for directing the activities for 145 spelling lessons.
- **Activities Across the Curriculum** provides directions and blackline masters for 39 activities that can be used throughout the program to extend and reinforce the skills that the students are acquiring.

Student Materials

The following student materials are included in *Reading Mastery Signature Edition, Grade 2*:

- **3 textbooks** with 4-color illustrations contain vocabulary lists, stories, and information passages that students read as part of every reading lesson, comprehension items for the stories and the information passages presented in the lessons, and tests 1–15.
- **Worksheets for daily lessons** provide additional comprehension activities, which are coordinated with the textbook stories.
- **Blackline masters** appearing in this guide to be reproduced for fact-game activities.

Home Connection

- **Two blackline masters** are supplied for family letters to be sent home twice a year. See Appendix K in the Teacher’s Guide for English and Spanish versions.

Scheduling Lessons

The program includes daily reading lessons, daily lessons in spelling, and (starting at lesson 51, and continuing through lesson 140) daily lessons for reading-related skills. The program also includes intermittent project lessons.

Daily reading lessons require 40 minutes each. They address core reading skills—decoding, comprehension, and skills in “reading to learn.” The anticipated rate is that students complete one lesson per day.

Daily independent-work periods require 30 minutes each. Students need this in-school time to complete the independent work presented in the daily reading lessons.

Daily spelling lessons require 10 minutes each. They should not be scheduled in the 40 minutes allocated for the daily reading lessons. Ideally, they should occur at another time of the school day.

The time required to complete the activities in Activities Across the Curriculum varies from approximately 10 minutes to about an hour. These activities should be scheduled outside of the daily reading lesson.

Each project lesson requires 40 to 80 minutes; however, some projects could require even more time. These lessons should not be scheduled as part of the daily reading period, but should occur at other times.

Also, **a daily workcheck period of 10 minutes** is highly desirable. This time could be scheduled at a time other than the reading period or could be added to the beginning of the reading period (making the reading period 50 minutes per day). An efficient scheduling option has a daily 40-minute period in the morning for presenting the regular reading lesson and a daily 20-minute period in the afternoon devoted to spelling, and a workcheck of the students’ independent work.

The chart below summarizes the time requirements for teaching *Reading Mastery Signature Edition*, Grade 2 effectively:

Time needed	Lesson type	How often
40 minutes	Reading lesson	Daily
30 minutes	Independent-work	Daily
10 minutes	Spelling	Daily
10 minutes	Workcheck	Daily
40 to 80 minutes	Project lesson	After every major story sequence
10 to 60 minutes	Activity lesson	From time to time

Lesson Types

Reading Mastery Signature Edition, Grade 2 has eight lesson types. Some are main lessons, and some are supplemental. The following chart summarizes the lesson types:

Main Lessons (1–145):	
Number	Type
118	Reading lessons (lessons 1–9, 11–14, 16–19, 21–24, etc.).
14	Reading lessons plus fluency checkouts (every 10 lessons: 15, 25, 35, etc.).
15	Test lessons (every 10 lessons: 10, 20, 30, etc. plus End-of-Program test. Test lessons include fluency checkouts.).
145	Spelling lessons (1–145, part of every reading lesson).

For reading and spelling, the main lessons are to be presented daily. (Only the reading lessons are to be presented during the daily 40-minute reading periods. Spelling lessons and special-project lessons are to be presented during some other time of the school day.)

Supplemental Lessons (10–145):	
118	Special project lessons (following every major story sequence).
14	Activity lessons (from time to time)

Reading Lessons

The teaching structures of the 145 numbered reading lessons fall into three types.

1. The first is the **regular reading lesson**, which consists of word attack exercises, vocabulary exercises, and one or more selections that students read during the period.
2. The second lesson type consists of a **regular reading lesson, plus a fluency checkout**, during which students individually read a 100-word passage from the preceding lesson.
3. The third type of reading lesson is the **test lesson**, which occurs every tenth lesson. The test lesson assesses the students' performance on both the content presented in the preceding nine lessons, and rate and accuracy in reading a 100-word passage. Starting with lesson 30, students also play a fact game as part of the test lesson. The facts are taken from the preceding nine lessons.

Spelling Lessons

Daily spelling lessons are presented beginning with lesson 1. These require about 10 minutes per lesson and involve no printed student material. The spelling lessons are numbered because they are to be coordinated with the reading lessons. The spelling lessons should be presented either on the same day as the corresponding reading lesson or on a later day. The spelling lessons should **not** be presented in advance of the reading lessons.

Special-Project Lessons

The 13 special-project lessons and a scavenger hunt occur intermittently, usually after students complete a major story sequence in the reading program. The special projects and the necessary materials

are listed in Appendix B. The projects include making a map of a story location, completing the lyrics for a song, and acting out part of a story. The work on each project derives from rules and information that students have already mastered in the reading lessons. Some projects may require more than 80 minutes, and may take more than one day to complete. Some projects may require using computers to answer specific questions that are difficult to research through encyclopedias. (Web sites such as Ask.com are able to handle almost any question.) Some of the later projects may be started in class and then completed as homework assignments.

The special projects expand on the unique emphases of each major story sequence. The special projects: (1) provide students with information that amplifies rules or perspectives presented in the lessons; (2) provide students with experience with cooperative learning; (3) give students an opportunity to work independently at finding information; (4) engage students in activities that reinforce self-expression.

The cycle guarantees that students learn that information applies to different contexts, that information serves as a basis for drawing inferences, and that comprehension and enjoyment of stories increases when inferences are drawn.

Activity Lessons

The lessons provide 39 activities, most of which have blackline master student material. Each activity is keyed to a specific lesson range in *Reading Mastery Signature Edition*, Grade 2. The activities cover a range of content areas, including science, social studies, and geography.

Each activity expands on the skills or information presented in the specified lessons of *Reading Mastery Signature Edition*, Grade 2. Each activity specifies the content area being explored, the materials required, and the objective.

To use the activity lessons:

- Select the activities that you wish to present and schedule them at a time when the students have completed the targeted lessons in *Reading Mastery Signature Edition* Grade 2.
- Schedule sufficient time for the activity, but don't allow so much time that activity work seriously impedes students' progress through *Reading Mastery Signature Edition* Grade 2.
- Provide students with copies of blackline masters required for most activities.

Lesson Events

The following chart shows the lesson events for each type of reading lesson. The events are listed in the order of their occurrence during the lesson. Xs indicate which events occur in lessons. Xs in parentheses indicate that the lesson event does not occur in every lesson. For example, the parentheses around the Xs for **story background** indicate that the story backgrounds do not appear in every lesson; however, when they do appear, they are presented immediately before the main-story reading.

Here is a summary of the events for **regular lessons**:

- **Oral vocabulary practice**—teacher directed. Students learn and review words and expressions that will be used in later reading selections.
- **Word-attack presentation**—teacher directed. The students read lists of words aloud and do word-meaning activities with some of the words.
- **Story Background**—teacher directed. The students orally read a short passage that presents information to be used in later reading activities. The students orally respond to specified tasks about key details of the comprehension passage.

Lesson Events	Regular Lesson	Fluency Checkout Lesson	Test Lesson
Oral vocabulary practice	(X)	(X)	
Word-attack presentation	X	X	
Story Background	(X)	(X)	
Main-story reading	X	X	
Paired practice	X		
Independent work	X	X	
Workcheck	X	X	
Individual reading checkout		X	X
Fact game			X (starting in lesson 30)
Test of program content			X

- **Main-story reading**—teacher directed. Main stories are the primary teacher-directed activity in every regular lesson. The students orally read a long selection (between 280 and 850 words) and orally respond to specific comprehension tasks the teacher presents. Nearly all main stories have more than one part. Parts are presented on consecutive regular lessons. Some main stories (such as Eric and Tom) span more than 10 lessons. The story comprehension items refer to earlier parts as well as the part presented in the current lesson.
- **Paired practice.** This activity is part of each regular lesson and part of some checkout lessons. It occurs immediately after the reading of the main story. Students work in pairs and read a specified part of that story to their partner. For paired practice, students are permanently assigned as either the A member or the B member of the pair. On alternate days, the A member reads the first part of the specified passage, and the B member reads the second part.

- **Independent work.** Students write answers to written items relating to (a) the comprehension passage, (b) the main story, (c) previously taught content, and (d) skills that students have learned (vocabulary words, deductions, sequencing, etc.). For typical lessons, some independent work appears on the student worksheet and some in the student textbook.
- **Workcheck**—teacher directed. The teacher (a) checks the students' independent work and (b) makes sure the students understand and correct the items they missed.

Fluency Checkout lessons occur every tenth lesson, starting with lesson 15. Students individually read a passage from the main story that was presented in the preceding lesson. Fluency checkout lessons are designed to give the students practice in meeting rate and accuracy criteria for oral reading.

Test lessons occur every tenth lesson, starting with lesson 10. Test lessons consist of items that test students' comprehension of the new vocabulary, information, rules, and other skills that were presented in the preceding nine lessons. Starting with lesson 20, the lessons also present a rate-and-accuracy fluency checkout on a one-hundred-word passage from the preceding lesson.

Starting with lesson 30, students also play a **fact game** in test lessons. These games provide students with practice on important facts presented in the preceding nine lessons.

Grouping the Students

If the ability level of students in the classroom is fairly homogeneous, *Reading Mastery Signature Edition, Grade 2* may be presented to the entire class. One problem with large entire-class instruction is that the individual students do not receive as many opportunities to read aloud. For this reason, you may decide to place the most able students in one group and the lower performers in another group. All students now receive more practice with supervised reading.

The placement test that appears in Appendix A of this guide may be used to evaluate each student's entry level. Directions for administering the test and criteria for placing students in the program accompany the test.

Overview of Decoding and Comprehension Emphases

Each lesson in *Reading Mastery Signature Edition*, Grade 2 has two distinct objectives: one is decoding, the other is comprehension. The word-attack presentation deals not only with teaching decoding skills, but also with developing understanding of key words. Similarly, the story background and the main story are not simply vehicles for comprehension; important decoding objectives are also met through these activities.

The following outline summarizes the activities involved in the development of decoding rate and accuracy and the development of various comprehension skills. The outline specifies the part of the lesson or the material that develops each subskill.

RG-rom nl

I. DECODING EMPHASIS

Word-Attack Exercises (presented during the first part of each lesson)

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OCDE-al txt

1. New hard words are modeled by the teacher and then decoded by the students.

OCDE-nl

2. Words with similar features (for example, all end in **S**, all have the combination **oi**, or all are compound words) are grouped together in columns and are read by the students.

OCDE-nl txt i

OCDE-nl b

3. Unrelated decodable words (those that have been presented earlier or those that should be decodable by virtue of the students' skills) are grouped in columns.

B. Main-Story Reading Procedures (presented with the main selection for each lesson)

1. Students orally read two or three sentences for each turn.
2. Corrections for decoding errors are provided immediately. The teacher identifies the missed word, and the student rereads the sentence in which the word appears.
3. Students read the last part of the selection silently (starting in lesson 92).

Note: Procedures 1 and 2 also apply to the comprehension page.

OCDE-note

C. Paired Practice

Permanently assigned pairs of students orally reread the main story to each other. Partners are to correct each other's decoding errors.

D. Fifth-Lesson Fluency Checkouts

Students individually read a one-hundred-word passage selected from the main story of the preceding lesson and meet a specified rate-accuracy criterion.

II. COMPREHENSION EMPHASIS

A. *Vocabulary Model Sentences*

Selected vocabulary words appear in sentences like “She survived until she was rescued.”

1. Students learn what each sentence means and practice saying the sentence.
2. Students respond to tasks about the meaning of specific words.

B. *Word-Attack*

Critical vocabulary items (idioms, phrases, and individual words that will appear in stories or comprehension passages) are pretaught. The teacher tells the meaning of each vocabulary word or models how to use it.

C. *Story Background Reading*

(These passages preteach information that will appear in main stories.)

1. As the students read each passage aloud, the teacher presents specified comprehension tasks.
2. The students respond orally.

D. *Main-Story Reading Activities*

1. As the students read the story, the teacher presents specified comprehension tasks. The students respond orally.
2. The teacher presents a variety of tasks requiring recall of information, application of rules, inferences based on specific facts, and inferences based on information about different characters.

E. *Independent-Work Applications*

The students independently write answers to items that appear on the worksheets and in the textbook.

1. Some items relate to the main story that the group read.

2. If the lesson contains a comprehension passage, some items relate to the information presented in that passage.
3. Some items relate to skills (such as sequencing story events, vocabulary meanings, applying rules, alphabetizing).
4. Review items present information from earlier main stories or comprehension passages.

F. *Daily Workcheck*

1. Independent work is checked.
2. Students receive same-day feedback on their independent work performance. (They receive information on the correct answers to all items.)

G. *Tenth-Lesson Fact Games*

(starting in lesson 30)

1. The students play a game in which they orally respond to comprehension items.
2. These comprehension items cover key concepts and facts from earlier lessons. The items are particularly important because they will recur in later lessons.

H. *Tenth-Lesson Tests*

Students write answers to items that deal with rules, vocabulary meanings, and information presented in the preceding nine lessons.

The Decoding Emphasis

The decoding emphasis involves a cycle that introduces new decoding words and word families, presents these words in different story contexts, and provides practice in meeting oral reading rate-accuracy criteria.

Both the decoding vocabulary and the various decoding-practice activities are coordinated in word-attack presentations, in group story readings, and, finally, in fluency checkouts.

Students read selections that are composed entirely of words or decodable elements RG-txt bi **er in *Reading Mastery Signature Edition, Grade 2.***

The Cycle for Developing Decoding Skills

FM-C hd 2

The cycle for introducing a decoding word in *Reading Mastery Signature Edition, Grade 2* begins with the word appearing in the word-attack lists of two or three lessons. Then the word appears in reading selections. This development of decoding words ensures that students receive practice in reading words in sentence contexts after these words have been presented in lists.

Word-Attack Presentation

RG-D hd

The first decoding activity in every lesson is the word-attack presentation, during which the students read ten to thirty words aloud.

- For words that appeared earlier or that are decodable the teacher asks, **What word?** RG-txt anno
- Words that would probably be difficult to read are first modeled by the teacher, then read by the students. Some words are RG-txt anno b ed. For example: **Word 1 is actually. What word? Actually. Spell actually. A-C-T-U-A-L-L-Y.**
- To show students structural or phonemic similarities of different word families, the teacher presents groups of words that have common features. On page XX are the word-attack words from lesson 52. Note that the words in columns 2 and 4 have endings, and the words in column 3 are compound words.

[Pick up lesson 52 textbook—
Part A word lists]

- For each word whose meaning may not be familiar to the students, the teacher gives an explanation of the meaning. Below is the teacher presentation script for column 5 of the word-attack exercise.

[Pick up lesson 52 TPB B—Column 5]

Main-Story Decoding

Following the word-attack part of the lesson, the group reads the story background and all or part of the main story aloud. As students progress through the program, less of the main story is read aloud. At first, they read only about 50 words silently. Later, they read 100 words or more.

The teacher calls on individual students to take turns, each reading two or three sentences. Every main story has an **error limit**

based on two errors per hundred words in the story. If the group exceeds the error limit, the students are to reread the main story until they read within the specified error limit.

The main stories contain recently introduced words. The stories, therefore, provide word-recognition practice with these words. The error limit for the story helps the students develop effective strategies for learning new words: (1) The students quickly learn that words appearing in the word-attack lists will appear in main stories, (2) They learn that if they are to read the stories within the error limits, they should pay attention to these words when they appear in the lists.

Paired-Reading Practice

The purpose of paired reading is to provide students with an opportunity to read a relatively long passage without interruption. Although students receive oral reading practice during the main-story reading, they usually read only two or three sentences at a time, and their reading may be interrupted with comprehension items. The paired-reading practice takes only 5 to 8 minutes for each lesson and makes a marked difference in the fluency performance of students.

Fluency: Rate/Accuracy

Every fifth lesson includes a fluency checkout, beginning with lesson 15. Students individually read a one-hundred word passage to a checker. The purpose of the fluency checkout is to ensure that students are progressing acceptably in oral decoding rate and accuracy. The passage that they read for the fluency checkout is taken from the preceding lesson. To pass the fluency checkout, the student reads the passage in less than a minute and makes no more than two errors.

The Comprehension Emphasis

Reading Mastery Signature Edition, Grade 2 has a comprehension emphasis on the facts, rules, and perspectives that are presented in what the students read. The program also has a vocabulary-building emphasis.

Vocabulary Emphasis

Model sentences are the principal vehicle for expanding students' vocabulary and for introducing words that will be in upcoming selections. In addition to the model sentences, the teacher presents vocabulary information for some words as part of the word-attack exercises.

Model Vocabulary Sentences

The first model sentence is introduced in lesson 4. Others follow about every three lessons. A list of sentences appears in the back of the student textbooks (and Appendix C of this guide). Students refer to this list when learning new sentences.

Each model sentence goes through an eight-step cycle.

1. The sentence is introduced. Students read the sentence. The teacher explains the key words (two or three new words that are in the sentence). Then students answer questions about the key words. For example, for the sentence **They waded into the stream to remove tadpoles** the teacher asks these questions:

 What word tells that they got rid of something?

What word tells that they walked through water that was not very deep?

What's the name of baby frogs or toads?

2. Later in the same lesson in which the model sentence is introduced, students review what they have learned about the model sentence.
3. In the following lesson, students review the model sentence.
4. In the third lesson of the cycle, students review the last three model sentences that had been introduced.
5. Later in that lesson, students do written tasks in which they write answers to questions about the key words.
6. In the next lesson, students work with the two most recent sentences, which are presented with key words missing. Students write the complete sentences. (For example, the model sentence would appear as: They [] into the stream to [] [].)
7. A verbal exercise appears periodically. The teacher says part of the sentence but stops just before a key word. Students say the next word.
8. The test in every tenth lesson contains skill items that assess the students' knowledge of vocabulary words presented in the model sentences that were introduced and sufficiently reviewed during the preceding nine lessons.

Vocabulary During Word Attack

The teacher script provides “definitions” for those words that students may not know. These descriptions often show the students how to use the word. There is no attempt to provide students with **a variety of meanings of the word**, but merely to illustrate the meaning that will be used in the upcoming selection.

Here are some examples:

Impression. When you have an impression about something, you have an

idea about that thing. If you have the **impression** that somebody is watching you, you have the idea that somebody is watching you. What's another way of saying, **She had the idea that she was working slowly?**

She had the impression that she was working slowly.

Motion. Here's how you motion to come over here. (Motion.) Show me how you motion for somebody to move back.

Respond. When you **respond** to someone, you **answer** them. Here's another way of saying **He answered the question: He responded to the question.** What's another way of saying **He answered the question?** *He responded to the question.*

When some of these vocabulary words appear in subsequent word-attack presentations, the teacher presents tasks that require students to use the word correctly.

Definitions for all vocabulary words appear in Appendix D of this guide and at the end of textbook C.

Developing Comprehension of Facts, Rules, and Perspectives

As decoding skills are being developed through the various lesson activities, comprehension skills are also being developed for interpreting and using facts, rules, and information about unique story-character perspectives. The general skills students learn include cause and effect, literal meaning, inferential meaning, main idea, and sequencing of events. The program presents content and practice for these skills.

Here is a summary of the sequence for developing these skills:

1. Information is introduced in a comprehension passage.

2. Within two lessons of the introduction, the information is used in the main story.
3. A variation of the information also appears in the independent-work items.
4. The items are reviewed in subsequent lessons.
5. Information that is particularly important or difficult appears in the fact games or in fact reviews. The game format provides the students with massed practice on a lot of information.
6. The tenth-lesson tests assess students' understanding of the information.
7. The final step is the integration of recent information with information taught earlier. This integration provides for increasingly complex applications and review. For major story sequences, the integration culminates with a special project, in which students research additional facets of the story theme.

General Comprehension Skills

The comprehension skills that are traditionally presented in developmental reading series stress general skills such as literal comprehension, main idea, fact versus opinion, context clues, and sequencing of events. *Reading Mastery Signature Edition, Grade 2* is organized so that these skills are taught in a cumulative manner, which means that a particular skill is practiced not merely as a part of a few lessons, but is practiced repeatedly as part of many lessons. This cumulative practice ensures that the students work with the various skills in a variety of story and information contexts. The table on page 21 summarizes the comprehension skills emphasized in each of the larger story series in *Reading Mastery Signature Edition, Grade 2*. (Each story series listed spans at least three lessons.) The lesson numbers for each series are indicated

in the table. If the series strongly emphasizes a particular skill, the skill is marked with an asterisk (*). If the emphasis is not as strong, it is marked with a checkmark (✓). As the table shows, literal comprehension, cause and effect, supporting evidence, and information recall activities are part of each story series. In addition to providing practice in these four categories of comprehension skills, each story series has at least one unique focus. For example, the series about Herman the Fly (a fly who gets on a jet plane and travels around the world) presents strong comprehension emphasis on sequencing, context clues, viewpoint, supporting evidence, interpretation of feelings, map skills, reality versus fantasy, and information recall.

Table of Cumulative Comprehension Emphasis

* = strong emphasis
 ✓ = not as strong

	4-6 (Little Apple Tree)	15-23 (Goad)	25-35 (Nancy)	37-52 (Herman)	54-63 (Linda & Kathy)	65-67 (Trojan Horse)	68-78 (Bertha)	86-88 (Horses)	89-106 (Andrew Dexter)	108-111 (Word Bank)	113-122 (Toby)	123-127 (Word Bank)	129-145 (Eric & Tom)
Literal comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Main idea	✓	*	*	✓	*	✓	✓		*	✓	✓	✓	✓
Sequencing	*	✓	✓	*	✓	✓		*	✓		*	✓	*
Cause and effect	*	*	✓	✓	✓	*	✓	✓	✓	*	✓	*	✓
Fact vs. opinion		✓				*	✓		✓	✓	*	✓	✓
Context clues		✓	*	*	✓		*		*	*	*	*	✓
Viewpoint	*	✓	*	*	✓	*	✓		*	*	*	*	*
Supporting evidence (relevant details)	*	✓	*	*	✓	✓	*	*	*	*	*	*	✓
Character development (Interpreting feelings, inferring motives, predicting behavior)	*	✓	*	*	*	✓			*	✓	*	✓	*
Map skills		*		*		✓	✓				*		*
Reality vs. fantasy	✓	*	*	*		*			*	*	✓	*	*
Information recall	✓	*	*	*	*	*	*	*	*	*	*	*	*
Reference-book skills		✓									✓		

Facts, Rules, and Perspectives

The grouping of comprehension skills according to broad traditional categories (such as supporting evidence) does not suggest the specific facts, rules, and perspectives that are introduced. Following is a summary of the facts, rules, and perspectives that are developed in *Reading Mastery Signature Edition, Grade 2*. The perspectives are developed through learning the rules and facts.

The major **rules** developed in *Reading Mastery Signature Edition, Grade 2* are:

- **Measurement rules** (based on facts about centimeters, meters, miles, grams, miles per hour, seconds, degrees, inches, yards, minutes).
- **Location rules** (based on facts about the United States, Canada, Mexico, Japan, Egypt, Greece, Italy, Turkey, China, the Pacific Ocean, New York City, San Francisco, Salt Lake City, Denver, Chicago, California, Alaska, Australia).
- **History rules** (based on facts about the Trojan war, cave people, the San Francisco earthquake of 1906, future time, the Revolutionary War, Columbus discovering America, the Viking age, and ancient Greece and Egypt).
- **Classification rules** (based on facts about insects, spiders, toads and frogs, trees, types of vehicles, warmblooded and cold-blooded animals, camels, horses, dinosaurs, kangaroos, peacocks, pigs).
- **Science rules** (based on facts about water characteristics, winds, temperature, and weather changes).

The major **perspectives** presented in *Reading Mastery Plus Level 3* are:

- **Physical geography perspective** (earthquakes, land masses, oceans).

- **Behavior and feeling perspectives** (comparison of human and non-human responses to the same situation, projections of how the reader would behave in various situations, predictions about how a character will behave in a new situation based on information about the character's tendencies).
- **Temporal perspective** (comparison of how things were done during different historical time periods—what people thought was handsome dress in 1900, how Vikings ate, comparison of how modern people and the ancient Egyptians would move grain and other goods).
- **Size perspective** (comparison of objects viewed by average-sized beings and by very small beings—how a drop of water looks to them, how it feels to fall from a high place, how much they have to eat with respect to their body weight).
- **Distance perspective** (comparison of different trips—for instance, the distance from New York to San Francisco compared with the distance from San Francisco to Japan).
- **Place perspective** (comparison of building materials, customs, language, means of conveyance, dress of people from different places).

Preparing to Teach

This section of the guide provides you with specific, technical information about what you will be teaching and some of the problems students may have with the presentations. The purpose is to provide you with the information and the general cautions you need to **guarantee** that the students move through the program smoothly. The guide is a tool that you should refer to throughout the year as part of your preparation for teaching the program.

1. Don't begin the program until you have studied this section of the guide.
2. Practice presenting the various exercises before you present the first lessons to the students. Don't simply read them over and assume that you will be able to present them well. Read the script aloud. Present the signals the students are to respond to. Practice saying the corrections. Make sure you can smoothly present any new exercise type that is scheduled for upcoming lessons. During the first part of the program, a fair amount of practice may be required. For later lessons, less preparation is needed.

General Teaching Strategies

When teaching *Reading Mastery Signature Edition*, Grade 2 you will be engaged in various types of activities.

- You will present model sentences and word-attack exercises.
- You will direct the students in the group reading of comprehension passages and main stories. (As they read, you will present specified oral comprehension tasks.)
- You will monitor students as they do their independent work.
- You will provide a daily workcheck and record the number of errors students make on their independent work.
- For lessons that involve individual fluency checkouts and fact games, you will monitor the fluency checkouts and games.
- You will provide remedies for students who do not pass tenth-lesson tests.

Here is a summary of the general techniques that you will use.

Get into the lesson quickly. No discussions are necessary.

Teach to mastery. Use the following guidelines:

- Repeat tasks if students are not firm.

- Use clear signals. All signals have the same purpose: They trigger a simultaneous response from the group. All signals have the same rationale: If you RG-ind bl respond simultaneously (with no student leading the others) you will receive good information about the performance of the students. At the same time, students will receive more frequent practice than they would using individual responses.
- Reinforce good performance. Make your praise specific. If the students have just completed a difficult word list with no errors tell them what they did: *You read without any mistakes. Good for you.* Praise students for following the rules you present.

Pace the exercises. Since a great deal of information must be taught during the daily presentation, it is important for you to move quickly, but not to rush the students so much that they make mistakes. To ensure a smoothly paced lesson, you should become familiar with the exercises before presenting them. You must be able to present them without having to refer to the page for every word. Fast pacing is important for the following reasons:

- It reduces the problems of managing students and maintaining on-task behavior. Studies have shown that faster pacing secures more student interest and reduces management problems.

- Fast pacing results in greater student achievement. With faster pacing, a teacher can cover more material in a fixed amount of time and provide more student practice in that time.
- Many tasks become more difficult when they are presented slowly. Slower pacing places greater memory demands on students. Faster pacing, on the other hand, reduces memory load.

Monitor independent work. Intermittently monitor students as they do their independent work. Make sure that students are working at a reasonable rate, but are not looking up answers to items and are not copying.

Using the Teacher-Presentation Scripts

The script for each lesson indicates how to present the structured activities. The lesson is a script that shows what you say, what you do, and what the students' responses are to be.

RG-ind txt

What you say appears in blue type:

You say this.

What you do appears in parentheses:

(You do this.)

The responses of the students are in italics:

Students say this.

[Individual student says this.]

Follow the specified wording in the script. While wording variations from the script are not always dangerous, you will be assured of communicating clearly with the students if you follow the script exactly. The wording in the teacher presentation books is succinctly controlled. The tasks are arranged so they focus on important aspects of what the students are to do. Although you may initially feel uncomfortable “reading” from a script, follow the scripts very closely; try to present them as if you’re saying something important to the students. If you do, you’ll soon find that working from a script is not difficult and that students indeed respond well to what you say.

Conventions

Samples of the teacher presentation script appear on page XX.

The arrows show the six different things you’ll do that are not spelled out in the script. You’ll signal to make sure that group responses involve all the students. You’ll “firm” critical parts of the exercises. For some exercises, you’ll write things on the board.



Arrow 1: Signals for Group Responses

(Signal.) and (Tap.)

RG-arr txt

RG-arr txt b
Some exercises call for group responses. If students respond together with brisk, unison responses, you receive good information about whether the students are performing correctly. The simplest way to direct students to respond together is to signal or tap in a predictable cadence— just like the cadence in a musical piece. By listening carefully to the responses, you can tell both which students make mistakes and which ones respond late, copying those who responded first. As a result, you are able to

correct specific mistakes, maximize the amount of practice, and evaluate the performance of each student.

Arrows labeled 1 on page 27 specify (Signal.) for the student responses **be**, **become**, and taps for the student spelling of **become** (a series of responses).

Using Signals

To signal the group to respond:

1. Say the task specified in the presentation script.
2. Pause.
3. Clap, or make another auditory signal such as a tap or a finger snap. (An auditory signal is necessary because the students are not looking at you but at the material they are reading.)

Here are procedures for effective signaling:

- Don’t signal while talking. Talk first, then signal.
- Always maintain a time interval of about one second between the last word of the instructions or question and the signal. Signal timing should be consistent so students can respond together.
- Require students to respond together, on signal.

[PICK UP FROM ISBN: 0-07-569132-9— page 27]

- To correct mistakes of not following the signal, show students exactly what you want them to do:

I'm good at answering the right way.

My turn: Spell **become**. Get ready.

(Tap) **B**...(tap) **E**...(tap) **C**...(tap)
O...(tap) **M**...(tap) **E**.

Let's see who can do it just that way:

Your turn. Spell **become**. Get ready.

(Tap for each letter.) *B-E-C-O-M-E*.

- Do not respond with the students** unless you are trying to work with them on a difficult response. You present only what is in blue. You do not say the answers with the students, and you should not move your lips or give other nonverbal clues about what the answer is. Signals are very important early in the program. After students have learned the routine, the signals are not as critical because the students will be able to respond on cue with no signal. That will happen, however, only if you consistently present signals with the same predictable timing.

Arrow 2: Firming

(Repeat until firm.)

Wherever there's a signal, there's a place where students may make mistakes. You correct mistakes as soon as you hear them. A correction may occur during any part of the teacher presentation that calls for students to respond. It may also occur in connection with what students are writing.

- Mistakes on oral responses include saying the wrong thing or not responding. To correct: **You say the correct answer; then repeat the task the students missed.** For example:

You learned a sentence about how you measure your weight. Everybody, say that sentence. Get ready. (Signal.)

If some students do not respond, respond slowly, or say an incorrect sentence, a mistake has occurred. As soon as you hear a mistake, you **say the correct answer**:

Here's the sentence about how you measure your weight: You measure your weight in pounds.

Repeat the task:

Everybody, say that sentence. Get ready. (Signal.)

A special correction is needed when correcting mistakes on tasks that teach a series of things. This type of correction is marked with the notation:

(Repeat step _ until firm.)

An example of this kind of task appears below. The bracket shows a section of the presentation that is to be repeated following a mistake:

[PICK UP FROM ISBN: 0-07-569132-9—page 29. EXERCISE 2]

When you “repeat until firm,” you follow these steps:

1. **Correct the mistake.** (Tell the answer and repeat the task that was missed.)
2. **Return to the beginning of the bracketed part and present the entire part.** For example, students miss the third task (Tell me how long a football field is.).

You tell the answer: 100 yards.

You repeat the task: Tell me how long a football field is.

You return to the first task in the bracketed part and repeat the entire part: Let’s go back. Tell me which comes first in a storm, lightning or thunder . . . etc.

Arrow 3 : Monitoring Students

(Observe students and give feedback.) and ✓

[PICK UP FROM ISBN: 0-07-569132-9—page 29. column 2, Sentence Copying]

The arrows labeled 3 show a checkmark (✓) or the direction (**Observe students and give feedback.**). These script conventions indicate how you are to monitor student performance.

The ✓ is a note to see whether the students have touched the part of the page you refer to. If you tell them to **turn their paper over, or touch column 2**, you check to see that they are doing that. Your check requires only a second or two. Monitor the responses of several “average performing” students. If their responses are acceptable, proceed with the presentation.

The (**Observe students and give feedback.**) direction implies a more elaborate response on your part. You sample more students and you give feedback, not only to individual students, but also to the group. Here are the basic rules for what to do and what not to do when you observe and give feedback:

- Circulate to make sure that you can see all of the students’ papers.

- **As soon as students start to work, start observing.** As you observe, make comments to the whole class. Focus these comments on students who are following directions, working quickly, and working accurately.
Wow, a couple of students are almost finished. I haven't seen one mistake so far.
- When students raise their hands to indicate that they are finished, acknowledge them.
- **If you observe mistakes, do not provide a great deal of individual help.** For example, if the directions tell students to circle the answer and some students underline it, tell them, *You didn't follow the directions for number 4. Read the directions and do what they say.*

If there are serious problems with part of the independent work, repeat it during the next reading period. Do not proceed in the program if the students are making a high rate of errors.

Arrow 4: Board Work

What you write on the board is indicated in blue display boxes (see page 27). In the sample exercise, you write the sentence **Toads love to eat flies.**

Arrow 5: Script Conventions

(Repeat for words 2–6.) and (Teacher reference:)

Sometimes teachers lose their place in the teacher presentation script. Teachers also have difficulty keeping track of where the students are supposed to be touching in their textbooks or workbooks. Arrow 5 on page 27 shows two script conventions that enable you to more easily track what you and the students are supposed to be doing. Step

r instructs teachers “Repeat for words 2–6.” Teachers are to repeat: **Word ____.** **What word?** (Signal.) Repeat for the remaining words **sobbing, yourself, soundly, darling, instead.** You don't have to read the script for those words. So you are able to attend more to what the students are doing. Here is what you would say:

- r. **Let's read those words again, the fast way.**
 - **Word 1. What word?** (Signal.) *Become.*
 - **Word 2. What word?** (Signal.) *Sobbing.*
 - **Word 3. What word?** (Signal.) *Yourself.*
 - **Word 4. What word?** (Signal.) *Soundly.*
 - **Word 5. What word?** (Signal.) *Darling.*
 - **Word 6. What word?** (Signal.) *Instead.*

The presentation script provides a teacher reference that shows the students' material.

- (Teacher reference:)

- | | |
|---------------------------|--------------------------|
| 1. <u>become</u> | 7. <u>soundly</u> |
| 2. <u>sobbing</u> | 8. <u>darling</u> |
| 3. <u>yourself</u> | 9. <u>instead</u> |

Refer to the teacher references as you monitor students' responses to this activity.

By looking at the teacher reference you don't have to peek at a student's textbook to see what the next word is. Using teacher references can help free you from the script without straying from the wording the script specifies. For most word lists, you'll use the same wording for all words. Once you know the wording (specified for the first word in the list) you can use the teacher reference to follow the same format shown for the first word to direct the other words.

Arrow 6: Individual Turns

Individual turns occur routinely as part of a word-attack presentation that has more than one column of words. Several other structured exercise types, such as fact reviews, also call for individual turns.

Think of individual turns as a diagnostic tool that lets you know if the students are firm on the material you just presented to the group. The general procedure for presenting individual turns is to present them only when you think the students are firm on the group tasks.

Call on a sufficient number of individual students to let you know whether they have mastered the content. You should not try to give every student a turn on every task, but rather you should sample the group in a way that does not consume a lot of time. If there are 25 students in the group, you might present tasks to 7 students. Of these 7, sample 4 students who may be weak on the material and 3 others. If students in this sample are firm, the others in the group are probably also firm.

Teaching to the Group

If the group has problems, you'll correct their mistakes or firm students on the content that has not been mastered. If the group is firm, you'll speed up the presentation and move on.

To adjust the presentation to the performance of the group, you have to attend to individuals within the group. Although all the students are supposed to have the skills needed to perform well in *Reading Mastery Signature Edition Grade 2*, there will be a range of individual variation.

This range in ability raises a question about whether you should adjust your presentation to the higher performers in the group, those in the middle, or the lower performers. Here are the guidelines:

- **If some students should not really be in the group** (according to their placement-test performance or performance on the lessons), **do not teach to them.** Either place them in a group that is appropriate for their performance level, or try to find a way to give them additional practice outside of the scheduled reading period. (One plan that may work is to have them read to a higher-performing student on a daily basis.)
- **If all students are appropriately placed, teach to the students who tend to be lower but who tend not to be the slowest in the group.** If you teach to the slowest, you may make the presentation tedious for most of the other students, and you will not move through the lessons as quickly as you should. If you teach to the higher performers, you will make it difficult for possibly half of the students. However, if you gauge your presentation to the performance of the lower students, you will provide a little more practice than

the higher students require, but the presentation will not be significantly slowed for them. The presentation will also be careful enough that the lowest students in the group will benefit from it about 80 percent of the time. At that level, they will master the material (even if they need some additional practice).

- **Provide students with very unambiguous models of what you expect them to do.** Do not praise them for sloppy approximations, but also do not lose patience with them. Repeat material until they can perform perfectly. Unless you provide such a model, you're asking students to improve when they are not exactly sure what constitutes improvement.
- **Expect students to accelerate.** If you place students appropriately, initially teach them to a very hard criterion of performance, and show them what you expect them to do, they will learn faster and faster. Furthermore, they will enjoy learning much more.

Teaching the Lessons

This section gives information about teaching each part of the lesson.

Vocabulary Exercises

General Information

These exercises are the first in the lesson. They focus on model sentences and the meaning of several key words. The activities are oral. The expectation is that the students will perform very well on the exercises. Students should not require much time to respond, and their responses should be correct.

The exercise below is from lesson 37. The exercise introduces the vocabulary sentence: **Several paths continued for a great distance.** The key words are **several, continued, distance.** The focus is on the specific meaning used in the vocabulary sentence.

[PICK UP FROM ISBN:
0-07-569132-9—page 33.
Exercise 1

Presenting Vocabulary Exercises

Follow these guidelines when presenting the exercises.

1. Make sure that the students produce good unison responses. Don't permit droning responses when students say the sentence.
2. Make sure that students are firm in saying the sentence. In step a, you repeat the sentence until firm. For some sentences, students may have to say it

three or more times. If students are not firm in saying the sentence, however, they will have problems when the sentence is used in this lesson and reviewed in later lessons.

3. Don't make repeating the sentence seem like punishment. If you respond to these exercises as fun or challenges that you look forward to, the students will respond the same way. Keep it upbeat and fast moving: [Once more. Get ready . . .](#)
4. Make sure students are firm on what the key words mean. In step f, you present questions about the key words. If students are not perfectly firm on all the answers, they'll have problems later. So don't be afraid to repeat items that have weak responses. And don't be afraid to use individual turns for students that produce weak or questionable responses.
5. Use the vocabulary review tasks as an indicator of how well students learn the new material. The review task below is presented later in lesson 37 and serves as a delayed test on the new sentence. If students do not do well on these same-day reviews, you may need to provide more practice on the exercises that introduce the sentences. (This review task is also presented in the next lesson.)
6. Expect student performance to improve **if you bring them to mastery in the early lessons**. You'll find that they tend to learn new sentences with less repetition. You can often provide far less practice and maintain a far less strict criterion of performance. Occasionally, students will need firming, but they will tend to learn the sentences much faster than they do at first.

Word-Attack Exercises

General Information

The words the students are to read during the word-attack portion of the lesson appear in the textbook. The words are in columns, each containing four to six words.

The main purpose of the word-attack exercises is to teach students the new words that will appear in the stories and information passages they read. For words that students probably understand, there is no work on word meaning. For words that may be unfamiliar to the students, you'll tell the meaning of the word or show how to use the word in a sentence. The words that have a meaning emphasis are scattered throughout the lists. In the sample below from lesson 46, there are four words for which you provide information about meaning. (Three are in column 1, one is in column 4.)

**[PICK UP FROM ISBN:
0-07-569132-9—page 35. Part A and
Exercise 2, and all of page 36**

**[PICK UP FROM ISBN:
0-07-569132-9—page 35. Part A and
Exercise 2, and all of page 36**

**[PICK UP FROM ISBN:
0-07-569132-9—page 35. Part A and
Exercise 2, and all of page 36**

**[PICK UP FROM ISBN:
0-07-569132-9—page 35. Part A and
Exercise 2, and all of page 36**

**[PICK UP FROM ISBN:
0-07-569132-9—page 35. Part A and
Exercise 2, and all of page 36**

The individual lists have different decoding emphases. In the previous sample, column 1 presents words that are difficult to decode. These words are modeled before students read them. The students also spell some of these words. (Note that students never spell more than four words per lesson.)

Columns 2 through 5 present decodable words that require no modeling. The words in column 2 have endings. Column 3 presents multisyllabic words. The first component in each word is underlined. The presentation for these words requires students to attend to the components. (First they read the underlined part of the word; then they read the whole word.) The words in columns 4 and 5 are miscellaneous, decodable words that will appear in the reading selections. For all these words you, (1) indicate the number of the word students are to read; (2) say *What word?*; (3) then signal. For example, for word 1 you say, *Word 1. What word?* When you say *word 1*, students are to touch under the word. When you say, *What word?* they are to say the word.

The arrangement and focus of the various columns change from one lesson to another. In some lessons, words that have a particular sound feature will be grouped in a column—for instance, words that have the letter combinations **ce** or **ge**. Students spell some words, but never more than four per lesson. Some lists focus on various types of multisyllabic words. Some lists focus on endings. And some lists have no particular focus except that the words will appear in an upcoming reading selection. The amount of drill and practice that you provide should depend on how well students read selections. If their reading is accurate and fluent (students reading at close to a conversational rate and not generally exceeding the error limit), you can usually go through the word lists very quickly and with very little repetition. If there are some

students in the group who are a little weak, give them more individual turns. But do not try to give all students individual turns.

Presenting Word-Attack Exercises

Maintain clear signals. Use a clap or some other *auditory* signal to indicate when the students are to respond. Your signal should follow the last word of the task by one second. The timing should always be the same—very rhythmical and predictable.

Correct signal violations early in the program. If the students do not respond on signal, tell them what they did or what they should do: *Wait for the signal*, or *You're late*. Then repeat the task, reinforcing the students if they respond on signal. Once you know that the students are firm, you can relax the corrections on signal violations, but don't let the students get so sloppy that you can't clearly hear their responses.

Correct droning, sing-song responses.

Tell students, *Say it the way you talk.*

Model the correct behavior and enforce it. Also, check your pacing and make sure you model responses in a normal speaking voice.

Confirm all words that are read correctly by the group. This is important early in the program. For example, immediately after the group reads the word **information**, say, *Yes, information*. This practice guards against the possibility that some students misread the word but that you didn't hear the misreading.

Correct all word-reading errors

immediately. Even if only one student in the group makes an error, say the correct word.

Work within a specified time frame. The word-attack portion of the lesson takes more time on some days than on others. However, even in the longest lessons, *the word-attack portion should not take more than seven or eight minutes*.

Position yourself so you can observe what students are doing. If you are working with a large group of students, do not stand in front of the group as you present the word-attack exercises. Instead, walk among the students. When you stand behind them and look over their shoulders, you can see whether they are pointing to the appropriate words, and you can observe their responses better than if you are in front of them.

A good procedure is to focus on six to eight individual students. Stand behind one of them as you present two or three words. Then move behind another one. Select the students that probably would make mistakes. Observe whether they are:

- pointing to the appropriate words
- saying the correct words
- initiating the response on signal or waiting for others to lead them

Regular Reading Selections

Reading Mastery Signature Edition, Grade 3 presents two types of regular reading selections: main stories and story background passages. Virtually all regular lessons and fluency checkout lessons have a main story. Not all of these lessons have a story background passage. During the first half of the program, a story background passage appears in almost every regular lesson and fluency checkout lesson. In the second half of the program, story background passages are less frequent, occurring in about half the lessons.

A list of story background passages and main stories appears by lesson in Appendix F.

Comprehension Passages

Story background passages are designed to prepare students for comprehending details of upcoming main stories. If a story contains

information that students probably do not know, a story background passage precedes the main story. The comprehension passage is not as long as the main story, usually between 100 and 200 words. For example, a main story may refer to insects. Before students read this selection, they read a story background passage that gives them relevant information about insects. If a story background passage appears in a lesson, it appears immediately before the reading of the main story. Here's the story background passage from lesson 41.

**[PICK UP FROM ISBN:
0-07-569132-9—page 39 Part B**

Main Stories

General Information

For main stories a word-decoding error limit is specified. The error limit for all main stories is based on two errors for each 100 words read aloud. The limits are designed so that students won't become anxious about reading and thus read hesitantly. At the same time, if students perform within the accuracy limits, they are accurately reading 98 out of

100 words. The procedures for directing the reading of the story are spelled out in detail in the presentation book. Here is the format from lesson 15:

**[PICK UP FROM ISBN:
0-07-569132-9—page 39 Column 2,
Exercise 4, all of page 40, and first 2
parts of page 41. SEE GO-BY]**

**[PICK UP FROM ISBN:
0-07-569132-9—page 39 Column 2,
Exercise 4, all of page 40, and first 2
parts of page 41. SEE GO-BY]**

**[PICK UP FROM ISBN:
0-07-569132-9—page 39 Column 2,
Exercise 4, all of page 40, and first 2
parts of page 41. SEE GO-BY]**

**[PICK UP FROM ISBN:
0-07-569132-9—page 39 Column 2,
Exercise 4, all of page 40, and first 2
parts of page 41. SEE GO-BY]**

Overview of Story-Reading Procedures

The story-reading procedures change throughout the program. Here is a summary of the procedures.

Lessons 1–91: On the first reading, students read the **entire** story aloud. You call on individual students, each to read two or three sentences. You may ask some comprehension questions. These usually relate to predictions about what will happen in the story. On the second reading, **you** read the entire story and ask the remaining comprehension items.

Lessons 92–145: On the first reading, students read most of the story aloud. They do not read the last part of the story, however. You present some comprehension items. On the second reading, you read the same part of the story the students have read. You present comprehension items that relate to this part. Then students read the end of the story to themselves, and you present comprehension items for that part.

Presenting Reading of Comprehension Passage and Main Story

Here are procedures for effectively directing the group reading of comprehension passages and main stories:

Make sure you receive a good sample of each student’s reading behavior. For groups that have over 15 students, you may not receive adequate feedback about the performance of some students. The simplest remedy is to observe students reading individually during paired practice.

Make sure that students follow along as others are reading. Students are to point to the words that are being read. Pointing is a behavioral indication that those students who are not reading aloud are reading silently. Think of the pointing behavior as a

way of maximizing practice. By pointing, the students practice reading throughout the group reading. If they don’t point, they may practice only when they are reading aloud—a very scant amount of practice.

To ensure that students follow along, establish the procedure that students lose their turn if they don’t have their place when they’re called on.

If the group is large (over 15), circulate among the students and observe them from behind.

Decoding Errors in Main Stories

Each main story has an error limit. If students are placed appropriately, the group should regularly read within the error limit. Follow these guidelines for dealing with decoding errors:

Remind students of the error limit for the story and tell them how they are doing.

Remember, we aren’t going to make more than seven errors, so read carefully.

Reinforce accurate reading: **Good job.**

You’re reading very carefully. Warn the students if they tend to make careless mistakes:

The group has already made five errors, so be careful.

- If the students read within the error limit, congratulate them for doing a good job. Remind them that it is very hard: **That was a tough story and this group read it making only __ errors. That’s pretty good.**
- If the students do not read within the error limit, (1) they are to reread the story, and (2) *you will ask no questions during this rereading.*

Try to schedule the rereading as soon as possible. If there is time in the period, start the rereading immediately. Typically, however, the rereading will have to be scheduled during the next reading lesson.

Tally each error and give immediate feedback. Here is a list of common decoding errors:

- *Omitting 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 before you correct the student. If a student responds with the correct word after some signal has been given that the initial reading was wrong, count the self-correction as an error. If a student does a lot of self-correcting, count all self-corrections as errors. However, if the group makes only occasional self-corrections (no more than 1–3 per story), do not count them as errors.
- *Word omissions or insertions.* If a student reads *They went with the boys from town*, as “They went with the boys from **the** town,” count the inserted word as an error. If a student reads the sentence as, “They went with boys from town,” the omitted word should be counted as an error.
- *Repeated line skipping.* Like self-corrections, 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 partial readings.* If a student usually reads sentences in this manner: “They went with went with the boys from town,” count one error. Occasional rereadings to fix the phrasing of the sentence are acceptable. Chronic rereadings, however, should be treated as errors.
- *Repeated word-part or syllable reading.* If a student usually pronounces longer words a part at a time before saying the word, the student is making decoding errors. Count each **chronic** occurrence of word-part or syllable reading as one error. For example, if the student reads “Ma—-manu—-manufac—-manufacture,” count one error. Remember, the number of decoding errors will drop if you:
 - give the students feedback on how they are doing.
 - make sure that you are not letting errors pass.
 - respond immediately to mistakes.

Correcting Decoding Errors During Selection Reading

There is only one procedure for correcting decoding errors during selection reading:

1. Stop the reader as soon as you hear the error.
2. Indicate whether the reader skipped a line, reread a word, omitted a word, or misread a word. For misread words, say the word and ask the student to repeat it: **That word is _____. What word?**
3. Direct the student to read the sentence from the beginning: **Go back to the beginning of that sentence and read it again.**

The last step is particularly important. The only way you know whether the correction was effectively communicated is that the student correctly reads the sentence in which the mistake occurred.

Recording Performance

The reproducible group summary chart that appears in Appendix H is designed for keeping track of:

- the group’s performance on the reading of the main story;
- the performance of individual students on their five-lesson fluency checkouts;
- students’ tenth-lesson test performance;
- students’ independent work.

Each chart covers a ten-lesson span. The sample chart on the next page has been partially filled in for lessons 41 to 50.

The top of the chart provides the summary information for the group. You record the number of errors the group made in reading each main story. If the group exceeds the error limit, you circle the number. The 9 for lesson 45 is circled because the error limit for lesson 45 is 8.

Presenting Comprehension Activities

The presentation script for each main story and comprehension passage indicates the comprehension items you are to present.

Present items specified for the first reading and the second reading.

Comprehension passages are read once, but most main stories are read twice. The text indicates both the items that are to be presented on each reading and when they are to be presented. **Items that are to be presented on the first (or only) reading are preceded by a small number 1.**

Items that are preceded by a small number 2 are to be presented on the second reading. These appear only in the script for the main stories (not for comprehension passages, because there is no second reading for comprehension passages). All second-reading items are preceded by a small number 2.

[PICK UP FROM ISBN:
0-07-569132-9—page 44—Group Summary Chart—SEE GO-BY]

The following sample is from lesson 119. The boldface text is the story the students read. After Toby says to himself, “What a shabby circus,” on the first reading, you say, **If it’s a shabby circus, does it have a lot of good acts?** After students read what Toby said to himself during the second reading, you do not present a comprehension item. Some of the illustrations are reproduced in the script, and items immediately follow the illustration. For example, the script shows an illustration and some questions following the second reading of the sentence, “The rest of them were complaining.” The items below the illustration refer to the illustration.

**[PICK UP FROM ISBN:
0-07-569132-9—page 45, 46, and
column 1 of page 47]**

**[PICK UP FROM ISBN:
0-07-569132-9—page 45, 46, and
column 1 of page 47]**

**[PICK UP FROM ISBN:
0-07-569132-9—page 45, 46, and
column 1 of page 47]**

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column 1 of page 47]**

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column 1 of page 47]

Do not become sidetracked into long discussions. Certainly you may present additional tasks; however, these should be infrequent. For example, if the students have had problems with a particular name or concept, it's all right to add a task even though the script does not indicate an item. If a specified task asks for student opinions, do not poll the entire group. A couple of quick responses will suffice.

Use the wording indicated in the script. Tasks that begin with the word *everybody* call for a group, unison response. Tasks that say *Call on a student* are to be presented to a single student. Tasks that are followed by *Call on individual students* call for a range of responses. In some cases, the task will call for an opinion, such as: *What do you think will happen?* In other cases, the students are asked to name items that fall into a particular category: *Name some animals that are warmblooded.*

Accept appropriate ideas for tasks that are answered by an individual. The appropriate response for the first task (*Where did we leave Toby?*) is expressed as an idea. (Idea: *In his cage at the circus.*) An appropriate response is one that clearly expresses this **idea**, regardless of the specific words used in the response—*at a shabby circus, in a run-down circus*. Present a follow-up task if the response is not sufficiently specific. For example, if a student responds “in a cage,” you would say, *Where was that cage?*

Use a real globe of the world to present those tasks that specify a globe. These tasks appear in lessons 39, 46–48, 51, 113, 132, 135, and 139. Make sure that you have a globe available. Do not try to use a flat map instead of a globe. The concepts that are conveyed through the presentation of the globe are critical. If you don't present them as specified, a large percentage of students will not learn these concepts and will fail a

host of review items that assume a basic understanding of the globe.

Reducing Comprehension Errors

If the students make a mistake on an oral comprehension task, correct the error, mark the task, and tell them: *I'm going to ask that question later. So remember the answer.* At the end of the story, present any marked tasks. If an individual turn was missed, present the task to an individual (not necessarily the same one who missed the task).

Correcting Comprehension Errors During Selection Reading

You will correct two types of tasks: tasks in which students have just read the passage that answers the questions and tasks in which the information was presented earlier.

For each type of correction, you will follow this general pattern:

1. Make sure students have the information they need to answer the question.
2. Repeat the task.
3. Repeat the task again at a later time.

For different item types, there are corresponding variations of this correction.

- If the passage the students just read answers the question, reread the passage or summarize the content before repeating the task the students missed.
- If the passage students just read does not answer the question, you will tell the students the information they need to answer the question before you repeat the task.
- If the passage does not give the answer and if further facts will not clarify the answer, you tell them the answer, then repeat the task.

When information is presented in the passage students just read, you make sure they have the information they need either by rereading the passage or by telling them the relevant information. Sometimes, you'll be able to give them the information they need by asking them a series of questions. If you can't think of good questions to ask, however, you can simply tell them the information they need.

Example: *Why would Toby become a very hungry animal if he does not do tricks?* A student responds, *"He wouldn't eat enough,"* which is possibly correct. You ask, *But why wouldn't he eat enough?*

The student fails to answer.

1. **Repeat the part that answers the question:** *Listen to that part again: The owner said, "You are going to do tricks for the people who have come to see our circus. If you want to eat, you will do tricks. If you do not do tricks, you will become a very hungry animal."*
2. **Repeat the task:** *Why would Toby become a very hungry animal if he does not do tricks?*
3. **Give the correct answer, if necessary:** If the student doesn't respond appropriately, say, *The owner wouldn't feed him.*
4. **Remind the students that you'll repeat the task at a later time:** *Remember that answer. I'm going to ask the question later.* At a later time, repeat the question.

When not all information is presented in the passage students just read, you tell students the information they need.

Here's the correction for a mistake from lesson 117. The item involves knowledge of Pip's show-off behavior. Example: *Why would Pip like to stand in the bright sun?* The student responds, *"I don't know."*

1. **Refer to information presented earlier:** *Does Pip think he is beautiful? Yes. Can*

people see how beautiful he is if there's not much light? *No.*

2. **Repeat the task:** Why would Pip like to stand in the bright sun?
3. **Give the correct answer, if necessary:** Because the sunlight will show off his feathers.
4. **Repeat the task at a later time.** At the end of the period, or at another time the group members are present (after recess, just before lunch, etc.) ask the students questions they missed. Remember to give them enough story information for them to answer the question.

When additional facts do not clarify the answer:

1. **Tell students the answer.**
2. **Repeat the task.**
3. **Repeat the task at a later time.** Note that these items usually ask “Why?” or require students to make a judgment or draw a conclusion. Here’s an example from lesson 117: *Why would the sailors want to hide the animals?* A student responds, “*I don’t know.*”

Here’s the correction:

1. **Tell the student the answer:** They don’t want the police to know that they have animals like peacocks and kangaroos on the ship.
2. **Repeat the original task:** Why would the sailors want to hide the animals?
3. **Remind the students that you’ll repeat the task at a later time.**

Correcting Errors on Picture Tasks

Some picture tasks require students to touch an illustration or operate on it in some way. The task may be, *Touch that path*, or *Touch the steam rising from the pond*. These tasks are presented to the group, but are not accompanied by a signal to respond. Responses are incorrect if students:

- copy responses produced by a neighbor

- touch the wrong object
- fail to respond
- give ambiguous responses

To correct picture mistakes, show the students the right response. If possible, repeat the task later.

Example: The picture shows objects being drawn to a whirlpool. The task is: *Touch object C and trace the path it will take.* The mistake: A student points in a vague manner above the page or does not clearly trace the path. The correction: *Put your finger right on the page. Touch point C. Now follow the dotted line and show me the way the object will move.* Do not accept ambiguous responses.

**[PICK UPART FROM ISBN:
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Bottom of first column]**

Some picture tasks require students to observe details of pictures and produce **verbal** responses about these details. Treat these verbal responses the same way you would treat responses to a written question. The picture answers the question you ask, so you would tell students the answer, repeat the task, and possibly repeat it later (although it may be difficult to do this without the book).

Here’s an example from lesson 39.

**[PICK UPART FROM ISBN:
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Middle of second column]**

What is C? Copilot.

Correction:

1. **You tell the answer:** It's a flight attendant.
2. **You repeat the task:** What is C?
3. **Later you can ask students a question that is like the one you presented.**

Paired Practice

General Information

Following the main-story reading, students work in pairs and reread part of the story. Each student reads about 200 words. Students are permanently assigned. Partners are to sit next to each other. They can either read from the same text or from two texts. Allow 5 minutes for paired practice.

Possible Problems

Here are the more common problems teachers encounter when implementing paired-practice procedures:

1. Students take too long to get started.
2. Students take too long to complete the reading.
3. Students become lax about following along when they are not reading and therefore do not respond to the partner's errors.

For problem 1: The simplest way to get students into the reading faster is to have a structured beginning. One good plan is to require some sort of response for the pair—such as both partners sitting next to each other with books in place and raising their hands. They are not to start reading until you acknowledge that they have raised their hands.

It's time for paired practice. Raise your hand when you and your partner are ready.

Acknowledge each pair and tell them to start.

Praise students who start quickly, **That was a good start. Almost all the teams are ready to read.**

If some partners consistently take more than a few seconds to get ready for the paired practice, reassign the members of the team, or place a stronger contingency on getting started on time.

For problem 2: Set up a reinforcing contingency for completing the reading in a reasonable amount of time. If students often take 8 minutes to complete the reading, set the time limit at 7 minutes and give students who perform within this time limit praise and possibly some other reinforcer. After students consistently read within 7 minutes, change the time limit to 6 minutes.

For problem 3: Monitor the students as they read and have students report on their partner's errors.

If students are not catching errors their partners make, require the checker to write the number of errors the partner made.

At the end of the paired practice, record a quick summary:

A team, raise your hand if your partner made no errors.

Raise your hand if your partner made 1 or 2 errors.

Raise your hand if your partner made more than two errors.

Summarize the results on the board. Then conclude, **Well, it looks like the B team won today, but not by much. We'll see who wins next time.**

The system works because the students want their team to win. If students miss their partner's errors, however, the partner's team gets an advantage.

Independent Work

General Information

As part of every lesson, the students work independently for about 20 to 30 minutes, completing all the textbook items specified for that lesson as well as completing side 1 and side 2 of that lesson’s worksheet. Here are the types of items students work:

- Items based on the story background passage read that day (only on lessons that have a story background passage);
- Items based on the main story in the lesson;
- Skill items (sequencing, deductions, vocabulary review, alphabetizing, etc.);
- Review items based on information from earlier lessons (either from story background passages or main stories);

In addition, students independently write sentences. This work is part of a 10- minute spelling period that occurs at another time of day. (See **Spelling Lessons**, page 73.)

Early Preparation

During the first part of the program, the teacher reads the items.

- Lessons 1–5. The teacher reads all independent work items aloud. After reading each item, the teacher calls on a student to answer the item. The teacher corrects mistakes and repeats items that students miss.
- Lessons 6–9. After the main story, individual students read and answer all items except review items.
- Lessons 11–15. After the main story, students orally read items for the story background passage and the main story but do not answer them aloud. The teacher introduces new types of skill items.

- Lessons 16–35. After the main story, students orally read only the main story items. The teacher continues to introduce new types of skill items.
- Lessons 36–145. As a rule some items appear in the textbook and some on the worksheets. The teacher does not read items, with the exception of specific skill items. When new types of skill items are introduced, the teacher goes over them with the students.

Observe Students as They Work Independently

Plan to observe the group at work on the independent-work activities every few lessons, especially during the first 20 lessons.

Identify specific problems students have. Make sure they are on task and are not copying from each other. Serious problems should be corrected immediately.

Is the student reading items correctly?

As part of answering correctly, students must read items correctly. Often it is possible to infer how a student misread an item from the response. For example, an item reads, “Why was Toby happy when he saw the police boat?” The student answers, “Yes.” Inference: The student read the item as “Was Toby happy when he saw the police boat?” Tell the student: **I don’t think you read that item carefully. Read it again.**

Note: As a rule, you shouldn’t help a student more than once during a lesson. The more you help, the less information you have about what a student actually knows, and the more the student will rely on you for help.

Is the student working at a reasonable rate? Students who are just learning how to work independently often don’t use their time well. They need feedback about how much time has passed and how they are performing. A good tactic is to remind the

students about their rate of performance. As you observe different students, make positive comments to the group about different students' rates: *Oh, here's somebody who's already finished the workbook items. Very good . . . Here's somebody else who is almost that far along. Fantastic.*

If the students tend to go slowly, make sure you give students feedback about how they are doing as they work. For example, after they have worked for about fifteen minutes, remind them that they should have finished about half the independent work assignment.

Help students who get “stuck” on a particular item. They may not have a strategy for completing the exercises and then returning to problem items. Explain the strategy of (1) circling the number of a problem item, (2) skipping that item and working all non-problem items, and (3) returning to the problem (circled) item.

Are the answers to items correct? Refer to the answer key. If the answer a student wrote is not correct, tell the student something like: *Your answer to item 5 is not correct.* You should not tell the student the answer, and usually you should not provide more than one of these prompts to each student per lesson.

Answers that are obviously correct present no problem. But you may have questions about answers that have grammatical errors, that do not correspond precisely to the answer given in the answer key, or that contain misspelled words.

Some of the answers in the key are labeled “Idea.” This designation means that the student’s response must give a correct answer; however, the students are not required to use the exact words that appear in the key. The reason these items are shown as having “idea” answers is that there are different ways of expressing the answer, and

all answers that express the idea are equally correct. Here’s an item with some responses that students wrote. Item: Why did the Vikings like Tom and Eric’s dog?

In the selection, their dog growled at a woman, and defeated the Viking’s best dog.

Below is the answer key for this item:

11. Why did the Vikings like Tom and Eric’s dog?

Ideas: Because it was a good fighter; because it was mean.

A response that expresses **either** of these ideas would be correct. Below are responses students wrote. Some of these answers are clearly correct or incorrect. Others present problems. You can test the items by asking yourself, Do I know what the student is trying to say? Did the student use enough words to really say that? Can I overlook any wording misuse and still judge that the student expressed the idea?

1. *He won their best dog.* Clearly, the student means he **beat** their best dog. The problem is usage. The student expressed the idea. The answer is correct.
2. *It beat the other dog.* This answer has no problems. It clearly expresses the idea and uses adequate wording.
3. *To fight with dogs.* The answer is wrong. It does not answer the question: Why did the Vikings like their dog? Furthermore, the item does not express the idea that their dog won the fight.
4. *It fought the dog.* The answer is probably wrong, but you might give it the benefit of the doubt. The Vikings were impressed by the skill of the dog, not by the mere fact that it fought. However, you could argue that it takes courage to fight.
5. *It was mad.* The answer is clearly wrong. The student may be trying to say, “It was mean,” but **mad** and **mean** are not close enough, and we can’t overlook the

difference because the word **mad** is the only clue we have about what the student is trying to say.

6. *It was fast.* The answer is clearly wrong. (The story mentioned that the dogs were the same size but that Tom and Eric's dog was faster. However, the story gave no indication that the Vikings were impressed by the speed, but rather by the victory.)
7. *It did not stop.* The answer is wrong.

Do students spell the words correctly?

Here are some rules about spelling errors for **words that are not spelling words**:

1. If the word appears in the item, it should be spelled correctly in the answer.
2. If the word does not appear in the item, it will not be counted wrong if it is spelled incorrectly. If *down* is a spelling word, the students could be held accountable for it. However, don't try to identify every spelling word students should know. Spot-check items as you monitor the students. If you notice spelling words that are misspelled, mark them, but focus primarily on the words in the item. If the answers have words that appear in the item, the words should be spelled correctly.

Are the answers to *how* and *why* questions expressed appropriately? Some students do not write appropriate answers to these questions. For instance, the item, "Why did he go to the library?" is appropriately answered, "To get a book," or "Because he wanted a book," or "He wanted a book." Some students, however, may write, "A book." That answer is unacceptable.

To correct this type of response, present items orally. Then direct students to write appropriate answers.

Note that when students answer the questions orally, they tend to answer them correctly. For example:

Listen: Why did he go to the library?

To get a book.

Yes, **to get a book.** Those are the words that answer the question. Say those words.

To get a book.

Write them.

Present tasks like the previous one until students are very firm on the words they are to write.

Remedies for students who can't remember story information. Starting with lesson 36, the basic procedure is for students to complete their independent work without first hearing items read or answered. Students are supposed to remember the information from reading the story and answering the oral comprehension items (which usually include all the written items they will respond to).

If some students have great difficulty remembering the information from the story and continue to make mistakes on independent work because they don't recall the answers, you may introduce a temporary procedure:

- Direct students who have problems remembering the information to write answers to all the items they can work.
- Next, have them circle the number of any items they cannot answer.
- Direct them to read these items to themselves.
- Tell them, **Remember the questions that are circled because you'll look in your story to find the answers.**
- Permit them to look at their story one time to find answers to all items. Students are not to write anything during the time they are looking in the story. Also, students are to limit their information search to the

lesson that was read today. They are not to refer to earlier selections.

Pencils down. You may look at today's story one time to find answers you couldn't remember. You have three minutes. You have to find answers to all your questions in three minutes. You can't write anything until you're done reading.

- Monitor students and make sure that they do not write the answer to one question and then attempt to look at the story again. Remind them, **You can only look at the story one time.**

Repeat the procedure on no more than 12 lessons. Remind students that they should try to remember the answers when the story is being read by the group. Reinforce students who improve in remembering information.

Workchecks

General Information

The goal of the workcheck is to review the independent-work tasks and to make sure that (1) students are not making too many errors and (2) students learn the correct answers to items they miss. The workcheck is not mere paper marking. It is teaching. It is particularly important for *Reading Mastery Signature Edition, Grade 2* because many items will appear as review items on later lessons. Some students will miss these items repeatedly unless you present daily workchecks.

The independent work consists of the worksheet pages for the lesson and answers to textbook items written on lined paper.

During the workcheck, you go over all the items and students mark all items that are wrong.

At the end of the workcheck students record the total number of errors they made at the

top of the lined paper. Students change all incorrect answers and hand in their lined paper and their worksheet (side 1 and side 2).

You quickly spot-check the worksheet answers and those on lined paper. Don't spot-check only items that had mistakes, because some students are not reliable about marking incorrect answers.

After the spot-check, you will use the Group Summary Chart to record the number of errors each student made on the lesson. (See **Recording Errors**, page XX.)

A "passing grade" for each lesson is three or fewer errors. This criterion is fairly stiff because many lessons call for 35–40 responses. The structure of the program makes it possible for most students to pass almost all lessons. The record of errors may be used to award grades. More importantly, the error performance indicates how well the students are performing, what they are mastering, and whether they need additional practice.

The workchecks are designed to provide that practice and to assure that students continue to perform well in the lessons.

A workcheck is most efficiently handled as a group activity. It should be conducted some time after the group has completed the independent work activities, but before the next lesson is presented.

Although details of the procedure may vary from situation to situation, here are things you should do during the daily workcheck:

- Check the written responses to all items. (Answer keys for worksheet and textbook items appear in the Answer Key book.)
- Make sure that all incorrect responses are marked with an **X**.
- Give the students information about correct answers to items, so they can later change their incorrect answers.

- Make a final check of each student’s written work after the student has changed all the incorrect answers.
- Then record the number of errors (the number of items originally marked with an X and later corrected).

The workcheck should not take a great deal of time. In most cases, it requires only six to nine minutes. If it takes much longer, (a) your pacing is too slow, or (b) the students are not firm in some skills that are important in completing the independent work. Work on both possibilities.

Presenting Workchecks

Students may check their own independent work during the workcheck. They should use a colored pencil for checking. The fastest procedure for going through the workcheck is for you to **read each item and call on a student to tell the correct answer.**

Students who have questions may raise their hand. If many students have questions about a particular item, tell them to mark the item with a question mark. Go quickly to the next item.

As you read the items and give the answers, circulate among the students.

Make sure they are marking each incorrect response with an **X**. By circulating among the students, you will discourage the students’ tendency to change their answers without first marking the item as incorrect.

Firm items that a lot of students tend to miss, and firm students who consistently make more than three errors on their independent work. You firm by giving additional practice.

There are different formats for firming, but the simplest is for you to go over the items that many students miss and provide paired practice for students who tend to make too many errors.

For example, some students tend to have trouble with measurement units—inch, centimeter, meter, yard. Plan to firm the group by having them use their hands to show you an inch, a yard, etc. Take a minute or two at the end of the workcheck and present the task, **Everybody, show me a space that is about an inch . . . Show me a space that is about a meter** and so forth. If students tend to copy the responses of others, direct them to keep their eyes closed during the tasks. **Close your eyes and show me a space that is about a foot . . . Open your eyes. You should have a space about this wide . . .**

Don’t try to firm all difficult items in one setting. Instead, give students short bursts of practice (10–15 trials) in possibly three or four lessons.

For students who consistently make three or more errors, provide paired practice.

Pair the lower students with students who do well on the independent work. The higher student presents the various items the other student missed and gives feedback on each answer. The paired practice could be scheduled for about five minutes a lesson (possibly at the end of the workcheck period).

Plan to firm students on sets of related facts—particularly geographic information and time-line information. In both cases, some students confuse similar facts. (Students are often naive about dates; however, they are required to learn quite a few dates.)

The simplest format is like the fact-review, a sample of which appears below.

EXERCISE 3

FACT REVIEW

- a. Let's review some facts you have learned. First we'll go over the facts together. Then I'll call on different students to do some facts.
- b. Everybody, tell me when Eric and Tom were in the Land of the Vikings. (Pause.) Get ready. (Signal.) *1000.*
 - Tell me when Eric and Tom were in San Francisco. (Pause.) Get ready. (Signal.) *1906.*
 - Tell me when Eric and Tom were in the city of the future. (Pause.) Get ready. (Signal.) *4000 years in the future.*
 - Tell me when the United States became a country. (Pause.) Get ready. (Signal.) *1776.*
 - (Repeat step b until firm.)
- c. Tell me when Greece and Troy went to war. (Pause.) Get ready. (Signal.) *3000 years ago.*
 - Tell me when Eric and Tom were in Egypt. (Pause.) Get ready. (Signal.) *5000 years ago.*
 - Tell me when Columbus discovered America. (Pause.) Get ready. (Signal.) *1492.*
 - Tell me when Eric and Tom were in Concord. (Pause.) Get ready. (Signal.) *1777.*
 - (Repeat step c until firm.)

Individual Test

- Now I'm going to call on each of you to do some facts. (Call on each student to do the facts in one step.)

The review consists of three or four items that students tend to confuse and two or three items that generally give students no trouble.

You may use this format for geography items, measurement items, or any group of items that students tend to confuse.

[PICK UP GROUP SUMMARY CHART FROM ISBN: 0-07-569132-9—page 59]

If students make a lot of mistakes on independent work, direct them to redo either the entire page on which the errors occurred, or just the part that presented problems.

Recording Errors

Record errors for independent work for the students *after* you have looked at their corrected work. The number of independent-work errors has been written by the students at the top of the lined paper (at the end of the workcheck). Check the numbers for accuracy. Record the number of errors in column **IW** of your Group Summary Chart.

The sample Group Summary Chart on the next page has been filled out for lessons 41 through 49. The shaded areas show the parts of the chart used for recording independent-work errors.

A passing grade for each lesson is three or fewer errors. Yoko Higashi's **IW** performance for lesson 41 is circled, indicating that a remedy is needed.

It is important to monitor students' independent work performance. If students start making a large number of errors on their independent work, firm them before proceeding in the program.

Fluency: Rate/ Accuracy

General Information

During every fifth lesson, starting with lesson 10, each student receives an individual fluency checkout. In these lessons that end with the digit 5 (15, 25, etc.), the paired practice is deleted. Students therefore have time for the individual fluency checkouts. The average time available for individual fluency checkouts is about fifteen minutes.

Fluency checkouts take about a minute-and-a-half per student. If the group is large, you may need an additional checker. You may use an aide, an older student, a parent volunteer, or possibly a higher-performing student in the classroom. The main qualification for a checker is the ability to identify reading errors and keep accurate time. If an additional checker is not available, you may be able to finish the checkouts at some later time in the school day. Possibly,

you could finish them during the next lesson.

Each fluency checkout is conducted by an aide, adult volunteer, or by the teacher.

To conduct fluency checkouts, the checker calls up individual students as the group works on independent-work activities. The student orally reads a specified passage from the main story of the preceding lesson. For example, for the fluency checkout in lesson 30, each student reads a specified passage from lesson 29. The passage in the student textbook has marks at the beginning and at the end (🌀).

The checker times each student. **To pass the checkout, the student must read the passage in one minute or less and make no more than two errors.**

Conducting Fluency: Rate/ Accuracy Checkouts

Identify a part of the room where a student can read individually to you or to the assigned checker. The simplest procedure is for the checker to:

**[PICK UP THERMOMETER CHARTS FROM ISBN:
0-07-569132-9—page 60—SEE GO-BY FOR CHANGES]**

- Sit next to the student.
- Tell the student when to begin reading.
- Observe the text that the student reads.
- Make a tally mark on a sheet of paper for each error.
- Help if the student gets stuck on a word for more than two seconds.
- Record the time it takes the student to complete the passage.

Decoding errors consist of word misidentifications, word omissions, line-skipping, and word additions. (Self-corrects and rereading words also may be counted as errors. See page 41.)

Note that the checker is not to correct errors unless the correction is necessary for the student to keep reading the passage. If the student can't read a word within about two seconds, the checker says the word and marks it as an error. The checker may first ask, "Do you want me to tell you the word?"

Each student keeps a record of reading checkout performance with thermometer charts (reproducible copies of which are at the back of student workbooks and in Appendix J of this guide). During the program, the student will fill in three thermometer charts. Together, they show all the reading checkouts the student passed.

**50, 45, 40, 35, 30, 25, 20, 15, 10
100, 95, 90, 85, 80, 75, 70, 65, 60, 55
145, 140, 135, 130, 125, 120, 115, 110, 105**

- The current thermometer charts may be posted in the classroom, kept in individual student folders, or in a central folder that you keep.
- If a student passes a checkout on the first trial, the student colors the appropriate space of the thermometer red. For example, if the student passes the checkout for lesson 35, the student colors the space for 35 red.

- If the student passes the checkout, but not on the first trial, the student colors the appropriate space, but not red. You may use blue, black, pink, or some other color.

When the student completes *Reading Mastery Signature Edition, Grade 2*, all three thermometer charts should be completely filled in. The colors show whether the student needed additional firming, and where that firming occurred.

Recording Rate-and Accuracy Performance

Use column **CO** on the Group Summary Chart to record the number of errors each student made and whether the student passed (**P**) or failed (**F**) the rate criterion (one minute or less).

The **CO** columns on the Group Summary Chart have two parts. Record **P** or **F** in the top half of the box to indicate whether the student **passed** or **failed** the rate criterion. Record the student's number of decoding errors in the bottom half of the box.

The sample Group Summary Chart on page XX has been filled out for lessons 41 through 50. The shaded columns show the parts of the chart used to record rate and accuracy performance for the individual fluency checkouts in lesson 45 and lesson 50 (test 5). Note that Denise Barton's **CO** performance for lesson 45 is circled, indicating that a remedy is needed.

Firming Students Who Do Not Pass Fluency Checkouts

The students who do not pass a fluency checkout on their first attempt should reread the passage aloud until they achieve an acceptable rate-accuracy performance. During these readings, students should be told which words they missed. After each reading, they should study the passage and then reread that passage to the checker.

**[PICK UP GROUP SUMMARY CHART FROM ISBN:
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Students who don't pass two consecutive attempts to meet the rate-accuracy criterion for a checkout should receive additional oral-reading practice.

- This practice should be modeled after the fluency checkouts, with the exception that the student who is reading should receive immediate feedback about words that are misread. The checker simply tells the correct word.
- A plan that works well is to direct the student to read the last two or three stories that the group has read. Use the same error limit that is specified for group reading. • Monitor the student's paired-reading practice. Make sure that the student is participating and the partner is responding to any mistakes the reader makes. If the practice is not adequate, either reassign the student to another partner or increase the amount of paired-reading practice the student receives.

Often, the student who is weak in decoding will tend to make a greater number of errors

when tackling long passages. Therefore, the checker can take turns with the student, the checker reading one paragraph (or a few lines) and the student reading the next few lines.

A good variation is for the checker to read somewhat haltingly and make mistakes from time to time. The student is to catch these mistakes. By reading haltingly, the checker ensures that the student will be able to follow along. Requiring the student to catch the checker's mistakes ensures that the student is attending to the words even when not reading aloud. The periods during which the checker reads are therefore not merely "breaks." They are a switch from one kind of accuracy performance to another.

Fact Games

General Information

Fact games occur every tenth lesson as part of the test lessons, starting with lesson 30. The game is presented before the test. Fact

games give students a great deal of practice with facts and rule applications. The games are important because many oral tasks presented during the regular lessons are answered by individuals, not by the whole group, which means that the students may not receive sufficient practice with many tasks.

Some facts are particularly troublesome for many students. The games provide intensive practice on these facts, but do so in a context that is reinforcing. The games become a combination of work and fun.

Groups of four players and a monitor play the game. (More than one group can play simultaneously.) Each group has a question sheet (or sheets) with 11 items numbered 2 through 12. The teacher reproduces these Fact Game sheets from blackline masters located in Appendix G.

To take a turn, a player rolls two dice (or number cubes). The player then adds the numbers on the cubes together, reads the item that corresponds to that number total (2 through 12), and responds to the item (which may involve answering several questions).

An assigned student monitor refers to the answer key in the back of the textbook and indicates whether the answer is correct. If so, the player earns a point and a checkmark is made on the student's scorecard. After 10 minutes, direct all students who earn more than 10 points to stand up.

On the next page is the fact game from lesson 90 and scorecard 90.

Reproducible Fact-Game scorecard sheets appear at the back of each workbook and at the back of this guide. Each student needs a copy for lessons 30 through 140.

Introducing the First Fact Game

The instructions for the first game (lesson 30) specify that you will be the monitor and

demonstrate with four players how the game is played. When demonstrating the game, make sure that you model fast pacing, correct procedures, and appropriate responses to the players.

After demonstrating a few "rounds" of the game, assign students to permanent groups. Ideally, a group should consist of four players and a monitor. In some situations, you may have to form a group that consists of three or five players and a monitor. If possible, try to avoid larger groups. Each player in a larger group will receive fewer turns, and managing the group becomes more difficult.

Do not make groups homogeneous. (Do not place the better performers in one group and the lower performers in the other.) Rather, mix students of varying ability.

Assign monitors who are competent. The monitors should be good readers. Tell the monitors their responsibilities. They are to make sure that the players are taking turns, moving to the left. The monitor directs the player who is taking a turn to read the item aloud and answer it. Then the monitor confirms a correct response or gives the correct answer if the item was missed.

The next player does not roll the cubes until the preceding player has answered and has been told whether the response is correct. (If players are permitted to roll before the item is read and answered, they become so intent on getting ready for their turn that they do not listen to the preceding player's item and the answer.)

**[PICK UP FACT GAME FROM ISBN:
0-07-569132-9—page 64**

The fact game items appear on blackline masters (Appendix G near the back of this guide). Make one copy of the game for each group. Give each group two dice or number cubes.

The answers for the fact games appear at the back of the textbook.

Here are the procedures for playing:

- The monitor is the only person in a group who is permitted to look at the answer page.
- The other players take turns. A player rolls the cubes, adds the numbers showing, reads the item that has the same number, and tells the answer.
- If the player answers correctly, the monitor makes one tally mark in the box at the top of the player's question sheet. Or the monitor says, "Correct," and the player then makes one tally mark.
- The cubes go to the next player (the player to the left), and that player takes a turn.

Here are procedures for setting up the groups:

- If possible, provide a table for each group of players. There should be no obstructions that would prohibit the monitor from observing the players. Players should not be seated directly next to the monitor (where they could read the answers in the monitor's book).
- Each player's scorecard sheet should be on the table, ready for the game.
- If the monitor is to tally each player's correct answers, the monitor should have a pencil. If the monitor is to direct the players to make the tally marks, each player should have a pencil. **Note:** It is important that their scorecards are visible so the monitor can see whether the players are tallying correctly.

Observing the Fact Games

Follow these guidelines when you observe the games.

Reinforce a fast pace. Praise players who have the number cubes ready to roll, find the item quickly, read it correctly, and answer correctly. Remind the players that the faster they play, the more points they can earn. A fast pace also ensures that the players will be less likely to argue with the monitor.

Make comments about each group's progress: *Look at how well you're doing. You've already played three rounds.*

Comments of this type are important because they let the students know that they are part of a group that is working together.

Do not permit the games to drag. If the groups are going slowly, tell the monitor, *Come on, let's get this game moving. Nobody's going to earn very many points if they are this slow.* A more positive, effective technique is to comment on games that are moving quickly: *Wow, this group is really moving. Every player has had five turns already.*

Make sure that players are following the rules. After the players have played the game for a few minutes, they may remember what item 5 is or what item 3 is. Therefore, they may attempt to answer the item without first reading the item aloud. For example, they'll say, "Number 3. San Francisco," rather than reading the item, "What place does the letter E show?" Stop players who do not read the item aloud, and remind them of the rule: *You must read the item aloud and then answer it.* This stipulation is very important. Many items are included in the game because they are difficult for the students. The difficulty will be reduced greatly if a strong association between the item and the answer is established. This association is ensured, however, only if the students read the item aloud before

answering it. Although the students may read it accurately to themselves, the other students in the group will not receive the benefit of hearing the item and the answer.

Make sure monitors award points only when the answers are correct. For nearly all items, the correct response is phrased in a very specific way, which is indicated in the answer key.

Unless the player's response is the same as that in the key, the response is incorrect. (There are a few items in later games that permit players to express an idea. For those items, the monitor must use some judgment. For most items, however, very little judgment is required.)

If an answer is not correct, the monitor is to read the correct answer aloud. Students are not permitted to argue with the monitor. If they argue, they lose a turn. The monitors are to raise their hand to signal a problem or a question they can't answer.

Stop the game after it has been played for 10 minutes. When only three minutes of playing time remain, tell the groups: **Only 3 minutes more.** When the time limit is up, tell the groups to stop: **If a player has started a turn, finish that turn. Then the game is over.**

Tell each group of players how well they did. Announce which groups played the game smoothly. Tell all students who have more than 10 points to stand up. Congratulate them.

Mastery Tests

Test lessons occur every ten lessons, beginning with lesson 10. Each test consists primarily of content introduced and practiced in the preceding nine lessons. The tests also assess skill items and the vocabulary sentences that students have practiced.

In every test lesson students also do an individual fluency checkout. Starting with lesson 30, students play a fact game before taking the test.

Test lessons that have both a written test and fluency reading checkout provide you with detailed performance information about individuals and about the group. The test shows you how well individuals and the group comprehend the content that was presented in the different selections, and also shows how well students perform on the skills and vocabulary being taught. The individual fluency checkouts give information about how accurately and fluently students read. This package of information permits you to identify specific problems that individual students have, identify problems that are common to more than one student, and provide timely remedies.

Administering the Tests

1. Make sure that students have all materials they need: lined paper, textbook, and pencil.
2. Seat students so they cannot see the work of other students.
3. Direct students to complete the test and turn it in.
4. Score and grade the tests, and perform any necessary remedies before presenting the next lesson.

Scoring the Tests

There are different formats for marking the test, one of which is to perform a workcheck, during which students use a **marking pencil** to indicate which items are wrong (with an **X**). A variation is a workcheck in which students exchange tests and mark each others' tests. A third (and preferable) alternative is for you to score each test.

Even if you do not score each test, you should go over every test and make sure that the marking is accurate. After checking each student's test, write the total number of errors at the top of the test.

Recording Test Performance

You should record each student's performance in two places—on the Group Summary Chart (Appendix H) and on the Test Summary Sheet (Appendix I). A copy of the Test Summary Sheet for tests 1–8 appears below.

You record each student's performance by circling the number of each item the student missed. If the student missed items 3 and 18, you circle the numbers 3 and 18 for that student. The passing criterion for each test is shown at the bottom of the column for each test. Note that the criteria are not the same

for different tests. (The criterion for test 2 is 20 correct out of 22, but the criterion for test 5 is 30 correct out of 33.) If the student fails the test, write **F** over the box with item numbers, or circle the box. Either system gives you a quick visual summary of the students who passed versus those who had trouble. In the Test 5 sample on page 70, Denise Barton has a failing score (28 correct out of 33 with passing criterion of 30/33) and so her box has been circled.

Test Summary Sheet
[PICK UP TEST SUMMARY SHEET FROM ISBN:
0-07-569132-9—page 68

**[PICK UP GROUP SUMMARY CHART FROM ISBN:
0-07-569132-9—top of page 69**

You should also record each student's test performance on the Group Summary Chart. In the **Test** column, write the number of errors each student made on the test. Circle any number that exceeds the passing criterion for the test.

The sample Group Summary Chart above has been filled out for lessons 41 through 50 (test 5). The shaded column shows the part of the chart used for recording test 5 performance. (Denise Barton missed 5 out of 33 items. Her failing score has been circled.)

Test Remedies

Reproducible blackline masters of the Test Summary Sheets appear in Appendix I. The Test Summary Sheets provide an item-by-item analysis of the errors each student made. This information implies the kind of remedies that should be provided (ideally before you present the next lesson). A sample Test Summary for test 5 has been filled out and appears on the next page.

Total Errors

The total errors a student made tells you whether the student is progressing

adequately. Students who exceed the specified number of errors are not performing at a level required to thoroughly comprehend the material they read.

Error Patterns

The basic patterns that you should look for when summarizing the data are: (a) a student (or groups of students) who fails the passing criterion on two or more consecutive tests; (b) the same item (or group of related items) being missed by more than 1/4 of the students.

**[PICK UP TEST SUMMARY SHEET
FROM ISBN: 0-07-569132-9—page 70**

Students Who Fail Consecutive Tests

Any student who fails consecutive tests is probably misplaced in the program. If more than one or two students exhibit this pattern, there are probably problems with the way the material is being presented, reviewed, and firmed. The first step in remediation would be to make sure that the students are trying. The simplest way is to provide them with some sort of reward or positive response for meeting the criterion on tests. For example,

make a chart that shows the number of students who pass each test. Have a party or some special award for students who pass two or more consecutive tests. Also make sure that you have a solid workcheck and that students are doing the fact games.

In some cases, you will have students who do not really belong in the program— based on their reading performance—and there is no possibility of putting them in another group. Although you teach carefully, these students still do not perform at criterion. The best practice in this case is to do what you can in firming these students and providing additional practice **outside the regular reading periods**. But when you are teaching the reading group, do not gear the rate of the presentation to these students. Rather, gear it to the students who are appropriately placed in the program. If you gear the presentation to the students who are misplaced, you will go far too slowly for the others, and the presentation will be boring.

Students Who Fail the Same Items

If 1/4 or more of the students fail the same item or group of related items, those items require more practice and review. Here are the remediation steps.

1. Identify the common items that are missed, and create a fact review that involves these items.

A Test Firming Table for each test appears in the teacher presentation book, at the end of the test lesson. You may use this table to help you construct fact reviews (or to firm specific concepts). The table lists the test items and indicates the first lesson in which that item appeared. Here is the table for test 5.

**[PICK UP TEST FIRING TABLE
FROM ISBN: 0-07-569132-9—page 71**

According to the Test 5 summary sample on page 69, 1/4 of the students missed items 9 and 19.

**[PICK UP 9 and 19 from ISBN:
0-07-569132-9—page 71**

By checking the Test 5 Firming Table, we see that item 9 was introduced in lesson 44, and item 19 in lesson 41.

Now create a fact review that involves these items. (See page 58 and **Note** below.)

2. Present the fact review as part of the test remedy and then as part of subsequent lessons.
3. Present the items until the students are quite firm—virtually flawless.
4. If the number of students who had difficulties is large, present the review to the entire reading group.

Note: If students miss skill items or vocabulary items, you can follow a similar procedure in making up a fact review. For example, if students have trouble identifying what somebody said in sentences, you could say different sentences, and direct students to say what the person said. For example:

**“My, my,” she said. “What a nice day.”
Tell me everything the girl said.**

If students have trouble with deductions, present the first part of different deductions and direct students to say the conclusion. For example:

**Fish live in water. A mackerel is a fish.
So . . .**

Sometimes, the trend is predictable. If there has been a substitute for several lessons before the test, the students probably will perform more poorly than they would if you had been working with them. The remedy is not only to go over the information that relates to the items the students tended to miss, but also to go over information that is closely related. For example, if students tend to miss three items about the nervous system, they would probably miss other items about the nervous system that were not on the test. Go over the independent work for the lessons that introduce the nervous system, and identify all key items. (The Test Firming Table in the teacher presentation book indicates the key lessons where items are introduced.) Present those items in a fact-review format. (This review is

probably best presented to the entire reading group, not to only those students who had serious problems.)

Use a variation of the same procedure if the pattern occurs on material that you had presented. Sometimes students get overloaded with information. First see if the items they miss are related. If they are, refer to the independent-work items, and identify all the major facts that are related to the items the students missed. Present those facts in a fact-review format.

Retesting Students

After you have provided remedies, a general rule is to **retest students who failed**.

Do not retest the students after you simply mark answers on their test. Provide a remedy first. Before retesting make sure that they can respond correctly to the various items they missed. One purpose of the retest is to document that the remedy has worked. Another is to show the students that they can perform well on the tests and to provide them with the practice they need to achieve mastery.

Grades

The purpose of letter or number grades is to show the progress and skill level of the students. If students pass the tests consistently, and generally do not make more than three errors on their independent work, they deserve an A. The number grade would be over 90.

A student should be able to fail one or two tests and still earn an A. The reason is that some tests present difficult items.

The simplest grading system is to use the letter grades of A and F or U (for unsatisfactory). If students tend to meet criterion on independent work and tests, they receive an A. Otherwise, they receive a letter that suggests they are not performing

adequately. Awarding Bs and Cs is difficult because the passing criteria for tests and independent work are quite high (sometimes above 90%). Students who average much below 90% are not performing adequately. If students do not meet the passing criteria for worksheets and tests, their percentage of correct responses may still be in the 80% range, but they are not performing at the level of mastery that is required by the program.

Spelling Lessons

Present the spelling component of *Reading Mastery Signature Edition, Grade 2* 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 ten to fifteen 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 145. (You present Spelling lesson 1 on the same day as Reading lesson 1.) Remember, reading lessons match with spelling lessons, so under no circumstances should you end up on 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 that of reinforcing reading. The ability to encode a word strengthens students' ability to decode.

Material

You present lessons from the *Reading Mastery Signature Edition, Grade 2 Spelling Presentation Book*. Your students write answers for some activities on their own paper. They will need a red pen on test day.

How the Spelling is Taught

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, utilize group responses, clear signals, and fast pacing.

See the *Reading Mastery Signature Edition, Grade 2 Spelling Presentation Book* for further information.

1p3 b/t min

Administering the Placement Test

As a rule of thumb, students who have successfully completed *Reading Mastery Signature Edition, Grade 1* or a first grade reading program should be able to succeed in *Reading Mastery Signature Grade 2*. However, this rule may not apply to all students, particularly those who can decode words silently but cannot read aloud with sufficient accuracy (no more than two errors per hundred words). Also, students who are extremely weak in answering written comprehension questions should not go into *Reading Mastery Signature Edition, Grade 2*.

The reproducible Placement Test on page XX determines the rate-accuracy and comprehension performance of students. Administer the test to all students before placing them in the program. The test results will provide you with:

- “baseline” information about students’ reading rate and accuracy
- a basis for evaluating their improvement after they have completed the program
- a means of identifying students who may be placed in the program “on trial,” and those who should not be placed in the program.

Part 1 of the test consists of eleven vocabulary words and a reading passage. The vocabulary word-reading is not scored. The reading passage contains 159 words and is timed and scored.

Part 1 of the test is to be administered individually to the students. They should not observe others taking the test. Part 1 requires about two and a half minutes per

student. You will need a **stop watch**.

Part 2 of the test may be presented to all students at the same time. Part 2 requires the students to write answers to comprehension questions about the Part 1 passage. Students have 2 minutes to complete Part 2.

Instructions for Part 1

Reproduce the Placement Test that appears on page 88. Make one copy for each student that you are to test. Then follow these steps:

1. Call a student to a corner of the room, where the test will be given.
2. Show a copy of the test to the student.

Part 1 Vocabulary Reading

- (Teacher reference:)

1. expert	7. difference
2. clinic	8. mirror
3. interest	9. through
4. changes	10. practicing
5. themselves	11. questions
6. people	

3. Point to the column of words at the top of the test. Tell the student: **Touch word 1.** (Wait.) **That word is expert.**
4. Repeat step 3 for words 2–11.
5. **Your turn to read those words.**
6. **Word 1. What word?**
7. Repeat step 6 for words 2–11.

Part 1 Passage Reading

- Point to the passage in Part 1.
- Tell the student: **You're going to read this passage out loud. I want you to read it as well as you can. Don't try to read it so fast that you make mistakes. But don't read it so slowly that it doesn't make any sense. You have two minutes to read the passage. Go.**
- Time the student. If the student takes more than three seconds on a word, say the word, count it as an error, and permit the student to continue reading. To record errors, make one tally mark for each error.

Count all the following behaviors as errors:

- Misreading a word (Count as one error.)
- Omitting a word part (Count as one error.)
- Skipping a word (Count as one error.)
- Skipping a line (Immediately show the student the correct line. Count as one error.)
- Not identifying a word within three seconds (Tell the word. Count as one error.)

Also count each word not read by the end of the two-minute time limit as an error. For example, if the student is eight words from the end of the passage by the end of the time limit, count eight errors.

- Collect the test sheet.

Instructions for Part 2

After you've administered Part 1 to all the students, present Part 2, which is a group test. Administer Part 2 no more than 2 hours after students complete Part 1.

Here are the steps to follow:

- Assemble the students.
- Give each student a copy of the placement test.
- Give the group these instructions: **At the bottom of the page are questions about the passage that you read earlier. Write the answers. You have two minutes to finish.**
- Time the students. Collect the test sheets after two minutes.

Answer Key **Part 2**

RG-ak hd

- What was the first name of the man in the story? Bill
- Underline 4 things he did to try to be more interesting.
 - frown more
 - smile more
 - whisper
 - ask questions
 - RG-AK ul anno ons
 - talk louder
 - talk after
 - talk faster
 - talk slower
- His problem was that he
 - was old
 - had five dogs
 - put people to sleep
- He practiced in front of
 - his wife
 - the mirror
 - the TV

5. Who came over when he was practicing?
- a sleeper
 - a dog expert
 - a sleep expert
6. Name the place where she worked.

Sleep More Clinic

Placement Criteria

Use the table below to determine placement for each student.

Errors	Placement
If a student makes 7 errors or more on Part 1 <p style="text-align: center;">OR</p> 2 errors or more on Part 2	Place the student in a reading-language program more elementary than <i>Reading Mastery Plus</i> Level 3, possibly <i>Reading Mastery Plus</i> Level 1 or Level 2.
If a student makes no more than 6 errors on Part 1 <p style="text-align: center;">AND</p> no more than 1 error on Part 2.	Place the student at <i>Reading Mastery Plus</i> Level 3, lesson 1.

Remedies

The performance on the test shows whether students are weak in decoding or comprehension. Their performance may also imply remedies.

- If students fail Part 1, they are weak in decoding. The simplest remedy for these students is to select material that they are able to read without making more than about two errors per hundred words. Set rate criterion for these students (based on the rate at which they are able to read making no more than two errors per

hundred words) and as they improve, change the criterion so they are required to read faster. Continue to provide ample practice until the students read at the minimum rate of 90 words per minute without making more than two errors per hundred words.

- If students fail Part 2, provide practice on basic comprehension questions (who, what, when, where, why). Direct these students to read aloud. Ask questions after each sentence. Make sure that each question can be clearly answered by the passage that the students read. Provide this kind of practice until the students are proficient at answering questions.

Retesting

When you feel that students are firm on skills that were initially deficient, readminister the Placement Test. If students fail a second time, they should be placed, if possible, in a more elementary program.

[PICK UP FROM ISBN: 0-07-569132-9— page 88-entire page

PROJECT	PRESENT AFTER LESSON	MATERIALS
Map of Four Mile Lake	23	Large sheet of butcher paper or poster board (at least 5 feet x 4 feet), colored marker, scissors, construction paper, possibly paints or crayons, paste
Experiment of water's skin	35	Steel wool (preferably without soap), a transparent bowl, water, and several steel objects, like a wrench, screw or nails
Globe of Earth	52	Large plastic beachball (at least 18 inches in diameter), scissors, paste or tape, construction paper, colored markers, possibly crayons or paint
Illustrate an island sunset	61	Drawing paper and crayons, markers or paints
Model of machine to pull a fish net out of the water	63	Cardboard tube from a roll of paper towels, a short pencil (for handle), four long pencils (for struts), cheesecloth, string or plants that can be woven into a vine, four or more small plastic fish, rubber bands, shallow pan, modeling clay, water
Shipwrecked song		Optional: accompaniment instrument for the tune "On Top of Old Smoky"
Trojan War play	67	A card table, bedsheets or something else to cover the table, butcher paper, and props such as chairs or tables to make the wall of Troy
How good is a dog's nose?	78	Paper and pencil to write questions and take notes. To find answers to some of the questions, students may need to use CD-ROMs
Research Greek myths	81	Research source materials (dictionaries, encyclopedias, CD-ROMs)
Football display	106	Reference materials on football and poster-making supplies (butcher paper or poster board, markers, crayons, paints, scissors, paste, magazines for pictures)
Animals of Australia	122	Reference materials (Australia books, animal books, encyclopedias, CD-ROMs) and poster-making supplies (butcher paper or poster board, markers, crayons, paints, scissors, paste, magazines for pictures)
Word game	127	Cardstock paper cut into "cards"
Research famous Vikings	143	Biographies of Leif Ericson and Eric the Red
Research George Washington	144	Biography of George Washington
Time line	145	Large butcher paper or poster board (at least 2 feet by 5 feet), markers, crayons, paints, scissors, and other construction materials

LESSON INTRODUCED	SENTENCE NUMBER	SENTENCE
4	1	You <u>measure</u> your <u>weight</u> in <u>pounds</u> .
7	2	They <u>waded</u> into the stream to <u>remove</u> <u>tadpoles</u> .
11	3	The fly <u>boasted</u> about <u>escaping</u> from the spider.
14	4	The workers <u>propped up</u> the cage with <u>steel</u> bars.
17	5	Hunters were <u>stationed</u> at <u>opposite</u> ends of the field.
25	6	He <u>motioned</u> to the <u>flight attendant</u> <u>ahead</u> of him.
29	7	The <u>traffic</u> was moving forty miles <u>per</u> hour.
33	8	He is <u>supposed</u> to make a <u>decision</u> in a <u>couple</u> of days.
37	9	<u>Several</u> paths <u>continued</u> for a great <u>distance</u> .
41	10	<u>Boiling</u> water will <u>thaw</u> ice in a few <u>moments</u> .
45	11	They were <u>eager</u> to hear the <u>announcement</u> .
48	12	The <u>lifeboat</u> <u>disappeared</u> in the <u>whirlpool</u> .
52	13	The smoke <u>swirled</u> in <u>enormous</u> <u>billows</u> .
55	14	The <u>occasional</u> <u>foul</u> smell was <u>normal</u> .
58	15	They <u>constructed</u> an enormous <u>machine</u> .
62	16	She <u>survived</u> until she was <u>rescued</u> .
65	17	The <u>soldiers</u> <u>protected</u> their <u>equipment</u> .
68	18	<u>Lawyers</u> with <u>talent</u> normally <u>succeed</u> .
72	19	A <u>dozen</u> <u>typists</u> <u>approached</u> the stairs.
76	20	The job <u>required</u> a <u>consultant</u> .
81	21	The <u>adults</u> <u>huddled</u> around the fire.
87	22	The <u>customer</u> bought a <u>valuable</u> gift.
91	23	They had <u>reasons</u> for <u>interrupting</u> her talk.
95	24	He <u>frequently</u> <u>argued</u> about the championship.
101	25	She <u>commented</u> about the <u>still</u> water.
107	26	Their <u>amazing</u> <u>effort</u> surprised the <u>neighbors</u> .
111	27	<u>Police officers</u> checked the ship's <u>cargo</u> .
115	28	The <u>champions</u> performed <u>perfectly</u> .
118	29	She paid the <u>correct</u> <u>amount</u> .
122	30	<u>Perhaps</u> they will <u>reply</u> in a few days.
127	31	The <u>palace</u> <u>guards</u> spoke different <u>languages</u> .
131	32	His <u>argument</u> <u>convinced</u> them to buy an <u>appliance</u> .
138	33	The army was <u>soundly</u> <u>defeated</u> near the <u>village</u> .

adults

RG-glhd lft

adults *Adults* are grown-ups.

adventure *Adventure* is an exciting activity. *Adventure* means to have an *adventure*, you do something very exciting.

ahead *Ahead* is another word for *in front*.

Alaska *Alaska* is the largest state.

allow When you *allow* somebody to do something, you permit that person to do it.

although In some sentences, *although* is another word for *but*.

amazing Something that is *amazing* is very hard to believe.

America *America* is a large part of the world.

amount The *amount* of something tells how much there is.

ancient Things that are *ancient* are very, very old.

animal preserve An *animal preserve* is a place that protects animals.

ankles Your *ankles* are the joints right above your feet.

announce When you *announce* something, you let others know about it.

announcement An *announcement* is a message.

apart Things that are not close to each other are far *apart*.

appear When something first comes into sight, it *appears*.

appliances *Appliances* are machines that are used around the house.

approach When you *approach* something, you move toward it.

argue When you *argue* with someone, you tell why you don't agree with what that person says.

argument An *argument* is what you say to make people believe you.

army An *army* is the group of people that goes to war for a country.

arrange When things are *arranged*, the things are in place.

arrange

ashamed When you feel *ashamed*, you feel that you've done something bad.

ashes The stuff that is left over after something burns up is called *ashes*.

at bat When a person is *at bat* in a baseball game, that person has a turn at hitting the ball.

attach Something that is *attached* is connected.

attack When people *attack*, they do something to start a fight or a battle.

attention When something catches your *attention*, you know it's there.

Australia *Australia* is the name of a country.

awful Something that is *awful* is very bad.

battered When something is *battered*, it is beaten up.

battle A *battle* in a war is one of the smaller fights that takes place in the war.

before long If something happens very soon, it happens *before long*.

behave The way you *behave* is the way you act.

beyond a doubt When you know something *beyond a doubt*, you know it for sure.

billows *Billows* are large clouds or waves that are swelling up.

binoculars *Binoculars* are powerful glasses that make far-off things look close.

blade The *blade* is the flat part of a tool that is connected to a handle.

blame When you say that things went wrong because of somebody else, you *blame* that person.

block When you *block* in a football game, you push a player from the other team without using your hands to grab the player.

boast *Boast* is another word for *brag*.

boil When water *boils*, it makes lots of bubbles and steam. Water boils at 212 degrees.

boiled Things that are *boiled* are cooked in bubbling hot water.

booms When a voice *booms*, it's very loud.

bow (rhymes with *how*) The *bow* is the front of a ship.

bow (rhymes with *how*) When you *bow*, you bend forward.

broiled Things that are *broiled* are cooked over an open fire.

buried When something is *buried*, it has things piled on top of it.

calm When things are *calm*, they are very quiet and peaceful.

Canada *Canada* is one of the countries of America.

captain The *captain* of a ship or plane is the person in charge of the vehicle.

cargo *Cargo* is what ships carry from one place to another.

catch your breath When you *catch your breath*, you breathe very hard.

cave A *cave* is a hole in the ground that is big enough for people or animals to go into.

center The *center* of something is the middle of the thing.

centimeters *Centimeters* are used to tell how long things are. There are 100 centimeters in a meter.

certain *Certain* is another word for sure.

championship A *championship* is a contest between the two best teams.

character A *character* is a person or animal in a story.

charge When an animal *charges*, it puts its head down and runs at something as fast as it can go.

Chicago *Chicago* is a large city near the middle of the United States.

chilled When you feel cold, you feel *chilled*.

China *China* is a large country near Japan.

claim When you *claim* something, you say it's yours.

clomping A *clomping* sound is the sound a horse makes when it walks on a street.

clue *Clues* are hints.

coach A *coach* is the person who gives orders to the players on a team.

coast The *coast* is where the land meets the ocean.

cock your head When you *cock your head*, you tilt it.

coconuts *Coconuts* are fruits with heavy shells.

Columbus The name of the man who sailed across the ocean and discovered America is *Columbus*.

comfortable When something feels *comfortable*, it feels pretty good.

comment When you *comment* about something, you quickly tell about that thing.

complaint A *complaint* is a statement that tells what you don't like about something.

completely *Completely* is another word for totally.

computer *Computers* are machines that you can use to work problems and play games.

Concord *Concord* is the name of one of the first towns in the United States.

confusion When things are very strange and mixed up, we say things are thrown into *confusion*.

constantly Things that go on *constantly* go on all the time.

construct When you *construct* something, you *build* it.

consultant A *consultant* is a person who is hired for a special job.

contest Any game or event that has winners and losers is a *contest*.

continue If something *continues*, it keeps on going.

convince When you *convince* people, you make them believe something.

copilot A *copilot* is the person who works with the pilot in flying the plane.

correct *Correct* is another word for *right*.

cottonwood *Cottonwood* trees are large trees.

count on When you can be sure of something, you can *count on* that thing.

couple A *couple* of things is two things.

crate A *crate* is a wooden box that is used to ship things.

creek A *creek* is a small stream.

crouch When you *crouch*, you bend close to the ground.

current *Currents* are places where water is moving.

customer A person who buys things at a store is a *customer* of that store.

damage If you do *damage* to something, you break part of it or ruin it.

danger When you're in a place where you could get hurt, you're in *danger* of getting hurt.

dates *Dates* are small sweet fruits that grow on some palm trees.

daydream When you *daydream*, you think of nice things that you would like to happen.

deaf People who are *deaf* cannot hear anything.

decision When you make a *decision* to do something, you make up your mind to do it.

defeat *Defeated* is another word for *beaten*.

degrees You measure temperature in *degrees*.

demand When you *demand* an answer, you insist on it.

Denver *Denver* is a large city about halfway between Chicago and San Francisco.

describe When you *describe* something, you tell how it looks or how it works.

destroy If you ruin something so it can't be fixed, you *destroy* that thing.

direct Things that are *direct* are straight and simple.

disappear When something *disappears*, you can't see it anymore.

discover The person who is the first to find something is the person who *discovers* that thing.

distance The farther apart things are, the bigger the *distance* between them.

double *Double* means *two times as much*.

dozen *Dozen* is another word for *twelve*.

drifts When something *drifts*, *winds or currents make it move slowly*.

dull Things that are boring are *dull*.

during If something happens *during* the night, it happens while the night is going on.

eager When you're *eager* for something, you are really looking forward to it.

earlier Something that happens *earlier* happens before another thing.

earplugs *Earplugs* are rubber things that you stick in your ears. It is hard to hear when you are wearing earplugs.

earth *Earth* is another name for our world.

earth *Earth* is another word for *dirt*.

earthquake When an *earthquake* takes place, the ground moves and shakes and splits open.

echo When you hear an *echo*, you hear a sound that is repeated.

effort Something that takes a lot of strength takes a lot of *effort*.

Egypt *Egypt* is the name of a country.

electric Things that are *electric* run on electricity, not on fuel.

electricity *Electricity* is the power you get when you plug things into wall outlets.

encyclopedia An *encyclopedia* is a large set of books that gives information about anything you can name.

engine The *engine* of a vehicle is the part that makes the vehicle run.

England *England* is a country that is almost 4 thousand miles from the United States.

English *English* is the name of the language that people speak in England and the United States.

enormous *Enormous* means *very, very large*.

eohippus *Eohippus* is the first kind of horse that lived on Earth.

equipment Large machines and tools are called *equipment*.

escape When you *escape* from something, you get away from it.

examine When you *examine* something, you look at it closely.

except *Except* is another word for *but* in some sentences.

excitement When you are worked up and have trouble sitting still, you feel *excitement*.

exit When you *exit* a place, you leave the place.

expensive Things that cost a lot of money are *expensive*.

explain When you *explain* something, you give information about that thing.

expression The *expression* on your face shows what you're feeling.

facts Sentences that give you information are *facts*.

fades When something *fades*, it slowly disappears.

fail The opposite of *succeed* is *fail*.

faint When you *faint*, you pass out.

famous If something is *famous*, it is *well-known*.

fancy If an office is *fancy*, it is not plain.

fear If you *fear* something, you are afraid of it.

field goal A *field goal* is a score in football that is made by kicking the ball.

figure out When you *figure out* something, you learn it.

finally *Finally* means *at last*.

finest Something that is the *finest* is the most expensive or the best.

fire dies down When a *fire dies down*, it doesn't go out.

fired When you are *fired* from a job, you are told you can't work at that job anymore.

first base *First base* is the first base you run to after you hit the ball in a game of baseball.

flight attendant A *flight attendant* is somebody who works on a plane and takes care of passengers.

force A *force* is a *push*.

forever If something lasts *forever*, it never ends.

foul *Foul* is another word for *bad*.

frequently *Frequently* is another word for *often*.

frisky *Frisky* means *playful* or *full of energy*.

fronds *Fron*ds are the branches of palm trees.

frost *Frost* is frozen water that forms on grass during cold nights.

fuel *Fuel* is what engines burn when they run.

gain When a ball carrier goes the right way in football, he makes a *gain*. When he gets

tackled before he can make a gain, he makes a loss.

galley The *galley* is the kitchen on a plane or ship.

garden A *garden* is a place where you grow flowers or vegetables.

gift A *gift* is another way of saying a *present*.

globe A small model of Earth is called a *globe*.

glows When something *glows*, it gives off light.

go out for a team When you *go out for a team*, you show the coach how good you are.

grain *Grain* is the seed of grass or cereal plants.

gram A *gram* is a very small unit of weight.

graph A *graph* is a kind of a picture that has lines or parts that show different amounts.

great *Great* is another word for *wonderful*.

Greece *Greece* is the name of a country.

groceries The food that you buy at the supermarket or grocery store is called *groceries*.

grove A *grove* of trees is a small group of trees.

guard A *guard* is a person whose job is to protect something.

gust A *gust* of wind is a sudden wind that blows for a very short time.

half If you cut something in *half*, you get two pieces that are the same size. Each piece is half.

half-aware When you are *half-aware* of something, you are not paying much attention to it.

hallelujah People who say “*Hallelujah*” are feeling great joy.

harm *Harm* is another word for *hurt*.

hay *Hay* is dried grass that horses and cows eat.

heat When things feel hot, they give off *heat*.

herd A *herd* of animals is a group of animals that run together.

hoist When you *hoist* something, you lift it up.

holler Another word for *holler* is *yell*.

hollow Something that is *hollow* is not solid.

home run When a baseball player hits a *home run*, the player hits the ball so far that nobody can get it before the player runs around all four bases.

homonym A *homonym* is a

word that sounds the same as another word.

honest Here’s another way of saying I’m telling the truth: *honest*.

hooves *Hooves* are the kind of feet that deer and horses and cows have. *Hoof* tells about one foot. *Hooves* tells about more than one foot.

huddle When people crowd close together, they *huddle*.

human A *human* is a person.

humans *Humans* are people.

illegal Things that are *illegal* are against the law.

imagining *Imagining* is a kind of thinking.

imitate When you *imitate* somebody, you do exactly what that person does.

important If something is *important*, you should pay attention to it.

impression When you have an *impression* about something, you have an idea about that thing.

in fact Here’s another way of saying that something is true: *in fact*.

India *India* is a large country on the other side of the world.

insect An *insect* is a bug that has six legs.

insist When you keep telling that you want something, you *insist* on that thing.

interrupt When you *interrupt* somebody, you start talking before the other person finishes.

investigate When you *investigate* something, you try to learn the facts about that thing.

involved People who take part in a game are *involved* in the game.

Italy *Italy* is a country near Greece.

Japan *Japan* is a country that is 5 thousand miles from the United States.

jewels *Jewels* are valuable stones.

juggle When you *juggle* objects, you keep tossing the objects in the air and you make sure that at least two objects are always in the air at the same time.

jungle A *jungle* is a forest that is always warm and wet.

Kennedy Airport *Kennedy Airport* is a large airport in New York City.

koala A *koala* is an animal that looks like a teddy bear and lives in Australia.

lad A *lad* is a young man.

Lake Michigan *Lake Michigan* is one of the five Great Lakes.

language A *language* is the words that people in a country use to say things.

lawn *Lawn* is the name for grass that is well-kept and mowed.

lawyer *Lawyers* are people who help us when we have questions about the law.

lean Something that *leans* does not stand straight up and down.

ledge A *ledge* is a narrow step that is on cliffs or mountains.

let somebody down When you *let somebody down*, that person thinks you will help and you don't help.

lifeboats *Lifeboats* are emergency boats that are on large ships.

lighter Lighter is the opposite of *heavier*.

lookout A *lookout* is a person who looks in all directions to see if trouble is near.

loss When a ball carrier goes the right way in football, he makes a gain. When he gets tackled before he can make a gain, he makes a *loss*.

lowered When something is *lowered*, it is moved down.

machine A *machine* is something that is made to help people do work.

magnet A *magnet* is something that hangs on to things made of steel or iron.

magnetic Things that are *magnetic* stick to a magnet.

make sense When things don't *make sense* to you, they are not at all clear to you.

make-believe *Make-believe* is another word for pretend.

manage When you have to work hard to do something, you *manage* to do it.

mean When you do what you *mean* to do, you do what you plan to do.

measure When you *measure* something, you find out how long it is or how hot it is or how heavy it is or how tall it is.

mention When you tell just a little bit about something, you *mention* that thing.

Mexico *Mexico* is one of the countries of America.

microphone A *microphone* is a tool that picks up sounds.

million A *million* is a very, very large number.

million A *million* is one thousand thousand.

modern *Modern* is the

opposite of *old-fashioned*.

moist Things that are *moist* are slightly wet, not dripping wet.

moments A few *moments* is not very many seconds.

motion When you *motion* to another person, you use your hands or body to show the person what to do.

mumble When you *mumble*, you talk to yourself so others can't understand everything you say.

mummy One kind of *mummy* is a dead person all wrapped up in strips of cloth.

muscle *Muscles* are the meaty parts of your body that make your body move.

myna A *myna* is a bird.

neighbors *Neighbors* are people who live near you or sit near you.

New York City *New York City* is the name of one of the largest cities in the world.

normal *Normal* is another word for *usual*.

normally *Normally* is another word for *usually*.

object When you argue that something is wrong, you *object* to that thing.

occasional *Occasional* means *once in a while*.

ocean An *ocean* is a very large body of salt water.

offer When you *offer* something, you give someone a chance to take it.

Ohio *Ohio* is a state between Chicago and New York.

open field An *open field* is a place with just grass and no trees.

opposite Hot is the *opposite* of cold.

outcome The *outcome* of an event is the way things turn out.

Pacific Ocean The *Pacific Ocean* is the ocean that borders the west coast of the United States.

packed When things are squeezed into a small space, they are *packed*.

palace A king and queen live in a *palace*. A palace is a very large and fancy place.

panel A flat part that's shaped like a rectangle is called a *panel*.

passenger A *passenger* is someone who rides in a vehicle.

peacock A *peacock* is a very large bird with beautiful feathers.

peek When you sneak a quick look at something, you *peek*.

peel Another name for the skin of an orange is the *peel* of an orange.

per *Per* means *each*.

perfect Something that is *perfect* has everything just the way it should be.

perfectly If you do something *perfectly*, you don't make any mistakes.

perform When you *perform*, you put on a show.

perhaps *Perhaps* is another word for *maybe*.

permit When you *let* people do something, you *permit* them to do it.

poison If *poison* gets inside your body, it will make your body stop working and it may kill you.

police officers *Police officers* are cops.

poster A *poster* is a large picture that tells about something.

pouch A *pouch* is a small bag that holds things.

pounds *Pounds* are a unit used to measure weight.

practice Things that you *practice* are things that you do again and again.

preserve When you *preserve* something, you save it or protect it.

president The *president* of a country is the person who has the most power to run that country.

pretend When you *pretend* to do something, you make believe.

probably If something will *probably* happen, you are pretty sure it will happen.

professional football league A *professional football league* is a group of teams that play football.

project A *project* is a large job.

prop up When you *prop up* something, you support the thing so it will stay in place.

protect When you *protect* something, you make sure that nothing can hurt it.

prove When you *prove* something, you show that it is true.

puzzled Another word for *confused* is *puzzled*.

pyramid A *pyramid* is a type of building found in Egypt.

queen Usually, a *queen* is the wife of a king.

raft A *raft* is a flat boat.

ramp A *ramp* is a walkway that goes uphill.

raw Food that is not cooked is *raw*.

realize When you *realize* something, you suddenly understand it for the first time.

reason When you tell why you do something, you give a *reason* for doing that thing.

receive When somebody gives you something, you *receive* it.

recognize When you *recognize* something that you see or feel, you know what it is.

record Somebody who sets a *record* does something better than anybody has done before.

referee A *referee* is a person who makes decisions about how a game is played.

refund When your money is *refunded*, it is returned.

relatives Your *relatives* are people in your family.

remain *Remain* is another word for *stay*.

remove When you *remove* something, you get rid of it or take it away.

reply *Reply* is another word for *answer*.

report When you give a *report*, you give the facts.

required Things that are *required* are needed.

rescue Somebody who is *rescued* is *saved* from some kind of danger.

respond When you *respond* to someone, you answer that person.

rich If you have lots and lots of money, you are *rich*.

rip-off A *rip-off* is a bad deal.

rise *Rise* is another word for *moves up*.

roadside A *roadside* business is a business that is alongside the road.

ruin When you *ruin* something, you destroy it or do something to it so it won't work.

rule A *rule* tells you what to do.

ruler A *ruler* is a tool that you use to measure inches or centimeters.

runway A *runway* is like a large road that airplanes use when they take off.

rushing *Rushing* is another word for *moving fast*.

Russia *Russia* is the name of a very large country.

salesperson A person who sells things is a *salesperson*.

San Francisco *San Francisco* is a city on the west coast of the United States.

scales The skin of fish is covered with *scales*.

scar A *scar* is a mark left from a bad cut or burn.

screech A *screech* is a high, sharp sound.

scold When your mother *scolds* you, she lets you know what you did wrong.

seasons Each year has four *seasons*: spring, summer, fall, winter.

sense Another word for a *feeling* is a *sense*.

service People who offer a *service* do a special job.

several *Several* things are more than two things but less than many things.

shabby Something that is *shabby* is not neat and clean.

shallow *Shallow* is the opposite of deep.

show up When you go to a place, you *show up* at that place.

skeleton An animal's *skeleton* is all the bones of the animal's body.

slave A *slave* is a person who has very few rights.

slight Something that is *slight* is not very big.

smooth and quiet When things are *smooth and quiet*, they are very calm.

soldiers *Soldiers* are men and women in the army.

soundly *Soundly* means completely or really.

Spain *Spain* is a country that is near Italy.

sped *Sped* is another word for *went fast*.

speedometer A *speedometer* is the dial in a vehicle that shows how fast the vehicle is moving.

spices *Spices* are things that you add to food to give it a special flavor.

spoiled *Spoiled* children cry and act like babies to make people do things for them.

spy A *spy* is a person who gives important information to the enemy.

stale Food that is *stale* is old and not very good to eat.

stands The *stands* in a ball park are the seats where people sit.

stars The best players are called *stars*.

starve When people have no food to eat for a long time, they *starve*.

stationed When someone is *stationed* in a place, the person is supposed to stay in that place.

steel *Steel* is a very tough metal.

stern The *stern* is the back of

a ship.

still Another word for *silent* or *peaceful* is *still*.

strange If something looks *strange*, it does not look like you think it should look.

strength Your *strength* is how strong you are.

stretch When things *stretch* out, they are very wide or very long.

striped If something is *striped*, it has stripes.

strut *Strutting* is a kind of show-off walking.

succeed When you *succeed* at something, you do it the way you planned.

sunken ship A *sunken ship* is a ship at the bottom of the ocean.

support When you *support* something, you hold it up or hold it in place.

supposed to *Supposed to* means *should*.

survive When you *survive*, you manage to stay alive.

swirl When something *swirls*, it spins around as it drifts.

swoop Things that *swoop* move in big curves.

tackle When you *tackle* players in football, you bring them down so their knees hit the ground.

tadpoles *Tadpoles* are baby toads or frogs.

takeoff When an airplane first leaves the ground, it's called the *takeoff*.

talent People with *talent* are people with special skills.

tame Tame is the opposite of *wild*.

temperature When you measure the *temperature* of something, you find out how hot it is.

Texas *Texas* is the second largest state in the United States.

thaw *Thaw* means *melt*.

thought Something that you think about is a *thought*.

thousand A *thousand* is equal to ten hundreds.

time When you *time* something, you use a watch to figure out how long it takes.

ton A *ton* is two thousand pounds.

touchdown When you score a *touchdown* in football, you take the ball across the goal line.

traffic All the vehicles that are driving on a street are the *traffic*.

treasure *Treasures* are things that are worth a lot of money.

triple *Triple* means *three times*

as much.

trumpeting A *trumpeting* sound is something that sounds like it comes from a musical instrument called a trumpet.

trunk The *trunk* of a tree is the main part that comes out of the ground.

tumbles When something *tumbles*, it turns over and over.

Turkey *Turkey* is a country near Egypt.

tusks The *tusks* of an animal are huge teeth that stick out of the animal's mouth.

twig A *twig* is a tiny branch.

typist *Typists* are people who type things very neatly.

uneasy When you feel nervous, you feel *uneasy*.

unfair If rules are not the same for everybody, the rules are *unfair*.

unpleasant Things that are *unpleasant* are not nice.

usually Things that *usually* happen are things that happen most of the time.

valuable Things that are worth a lot of money are *valuable*.

Viking The *Vikings* were people who lived long ago and sailed to many parts of the world.

village A *village* is a small town.

wade When you *wade*, you walk in water that is not very deep.

war A *war* is a long fight between two countries.

warn When you *warn* people, you let them know that trouble is near.

warts *Warts* are little bumps that some people have on their body. Toads have warts, too.

water strider A *water strider* is an insect that can walk on the top of water.

we'd *We'd* is a contraction for the words *we would* or *we had*.

weak *Weak* means *not strong*.

weather When you tell about the *weather*, you tell about the temperature, the wind, the clouds, and if it is raining or snowing.

weigh When you measure how many grams or pounds something is, you *weigh* it.

weight The *weight* of an object is how heavy that object is.

well A *well* is a deep hole in the ground.

weren't *Weren't* is a contraction for the words

were not.

whirlpool The water in a *whirlpool* goes around and around as it goes down.

whole *Whole* means all of it—the whole thing.

wise Someone who is *wise* is very smart.

worth Something is *worth* the amount of money people would pay for it.

worthless Something that is *worthless* is not worth anything.

woven Things made of cloth are *woven*.

wrap When you *wrap* a package with paper, you put paper around it.

yard A *yard* tells how long things are. A yard is almost as long as a meter.

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beach	27	cheap	35	crash	36	farm	25
beach	41	cheap	59	crash	7	farmer	44
beam	28	cheap	91	crash	42	farming	54
became	137	cheaper	47	crash	9	farms	39
become	138	cheapest	53	crashed	61	farms	37
bedroom	138	cheapest	68	crashed	69	fast	4
bells	62	cheaply	84	crashed	48	fastest	83
bend	2	cheaply	54	crashing	79	fastest	52
beside	137	chest	11	crawl	81	fatten	131
bike	86	chest	8	crawling	104	fatter	123
bike	94	chill	57	crawling	83	fawn	82
biker	113	chin	34	crawling	108	fear	27
bite	89	chin	9	cream	36	fell	58
bitten	129	chin	28	crop	1	file	89
blast	13	chin	7	crop	15	fill	61
blond	22	chop	14	cupful	52	fine	94
boil	67	chosen	127	damp	12	fine	85
boiled	105	clapping	121	dampen	104	fireside	139
boiler	71	claw	95	darken	105	fish	16
boiling	74	clawed	84	darker	124	fished	111
bone	87	clawing	105	darker	129	fishing	48
boot	94	claws	81	deal	26	fishing	63
booted	77	clay	21	deal	93	flame	86
boots	107	clean	31	dearly	107	flames	115
boy	67	clean	32	deck	29	flaming	122
boy	69	clean	34	dime	96	flash	16
boys	71	cleaned	49	diving	123	flash	5
brag	1	cleaner	119	doll	57	flatly	79

Spelling Word List

flatten	132	hoist	66	line	96	planted	44
flatten	127	hold.	35	locks	37	planter	63
flatten	114	hold.	24	loop	76	plants	41
flip	1	holder	72	looping	77	plants	37
fold	23	holder	121	loosen	127	plants	48
fold	34	holding	47	lump	22	play	19
folder	48	holds	37	made	85	played	133
folder	111	hole	97	make	94	player	54
fond	16	home	96	makes	113	player	49
fondly	73	home	85	march	21	players	59
fooler	79	homeless	103	math	5	playful	75
football	141	hoop	76	may	19	playful	52
footprint	141	hope	97	meal	43	playful	65
forever	141	hoped	121	meal	27	playful	108
fork	24	hopeful	104	meal	92	playful	111
form	34	hopeless	114	meals	99	playing	115
form	25	hopeless	102	meanest	65	plays	38
form	23	hopes	109	meanest	52	plays	42
forms	42	hoping	133	mile	87	point	68
forms	38	hoping	126	mill	59	pointed	105
found	32	hound	93	mine	86	pointer	75
found	92	however	139	mine	93	pointing	71
fresh	13	hush	16	moist	68	pond	14
fresh	16	inside	138	moist	66	pray	21
fresh	9	inside	145	mold	41	print	1
freshen	102	into	137	mold	28	pull	59
freshest	134	jaw	81	mole	101	pulled	99
freshly	126	joined	72	moons	78	pulling	62
full	58	joined	109	mouthful	55	rake	101
fuller	65	joking	121	mouthful	84	ranch	5
fuller	106	joy	66	much	15	raw	82
fullest	63	joyful	71	must	15	reach	27
game	98	killer	75	must	14	reach	96
games	108	kite	98	neck	31	rested	119
given	131	lake	95	necks	41	restful	53
given	129	lamps	69	nine	91	restless	105
gold	25	lamps	38	nobody	136	restless	102
golden	103	last	2	nobody	135	rock	29
golden	132	lasted	127	nose	97	room	76
goldfish	141	law	82	oil	67	roomful	83
gulls	61	leaf	33	olden	104	rooming	77
hand	2	leafless	104	older	133	rope	89
handed	46	leap	91	oldest	79	roped	131
handful	51	leaps	38	oldest	112	round	33
handful	101	lend	3	onto	137	roundest	78
handful	65	licked	112	ouch	33	rounding	64
handful	131	life	92	out	32	runway	143
harden	127	lifeboat	142	outcome	142	rush	28
harden	107	lifeless	103	outfit	142	rushed	55
harden	131	lifetime	142	outside	138	rushing	46
harmful	51	like	95	outsmart	142	safe	89
hawk	81	liked	112	overtime	143	safe	98
hawks	133	liked	128	pills	64	salt	18
helpful	69	lime	91	planning	126	salt	21
hint	13	limp	4	plant	36	salt	31
hoist	125	line	85	plant	3	salted	44

sanders	78	sleeping	121	starting	44	time	93
saved	122	slick	33	starts	43	time	92
saving	119	slickest	84	stay	22	time	88
sawing	84	slickest	54	stayed	134	timeless	102
scared	128	slid	12	staying	48	timer	112
scold	24	slipper	129	steal	27	timing	126
scold	43	slipping	125	stealing	113	tonight	137
seal	96	slipping	109	stem	12	tonight	141
seat	26	smallest	133	stepping	115	tools	76
selling	134	smallest	62	stick	29	torn	8
send	3	smell	56	sticks	39	torn	23
sent	13	smelled	63	sticks	69	toy	66
shake	88	smile	85	stool	76	toy	67
shaker	125	smile	99	stooped	79	toyed	72
shaking	123	smoke	87	stop	15	trapper	114
sharp	21	snapshot	143	stopped	119	tray	25
sharp	95	soil	66	stopped	125	tray	36
sharpen	126	soil	67	stopper	122	troopers	77
sharpen	102	soiled	73	storm	24	truck	29
sharply	52	somebody	135	storm	35	trucker	46
shawl	82	somehow	139	stormed	47	trucks	49
shed	6	something	136	storms	43	tugboat	144
shell	56	sooner	78	storms	61	underline	143
shelled	65	sort	28	stove	98	vine	88
shine	98	sort	24	stray	36	wall	58
shined	125	sorting	49	strip	35	went	4
shining	123	sorts	47	struck	35	whenever	145
ship	6	sound	101	stuck	34	whenever	144
ship	11	spellers	63	such	14	widen	128
shipped	122	spill	58	sun	15	wider	124
ships	39	spilled	62	swell	57	will	56
shopping	124	spills	74	swelling	64	wish	5
short	7	spoke	88	take	97	wished	122
short	23	spoon	92	tall	56	wishful	72
short	8	spoonful	107	taller	62	wishful	54
shorten	115	spotless	106	tallest	72	with	5
shorten	106	spotless	134	tame	97	with	8
shorten	103	sprayer	134	tame	89	within	144
shortest	73	stack	32	tape	95	without	145
shortest	55	stack	29	tape	86	yards	65
shortly	75	stacker	47	taped	114	yourself	145
shout	32	stacking	55	tapped	114		
shout	42	stale	88	teach	93		
shouted	49	stall	61	teach	26		
shouted	132	stalled	108	teacher	46		
shouting	64	stalled	74	teacher	53		
shouting	99	stamp	2	tell	57		
shut	14	stamps	46	tent	2		
sickly	53	stand	12	test	3		
sickly	112	stand	4	that	6		
sideline	143	standing	119	thaw	81		
sitter	111	start	17	them	11		
skillful	74	start	31	them	6		
skillful	106	started	109	then	9		
slammed	109	started	45	thin	7		
slammed	111	started	53	tile	87		

LESSON NUMBER	STORY BACKGROUND PASSAGE	MAIN STORY TITLE
1	<i>Living Things</i>	The Tiger and the Frog
2	<i>More Facts About Animals</i>	Bob and Don Find a Spot
3	<i>More Facts About Animals</i>	Don Washes the White Spot
4	<i>Apple Trees</i>	The Little Apple Tree
5	<i>Forest Fires</i>	Campers Come into the Forest
6	<i>Camels and Pigs</i>	Tina Is Happy
7	<i>More Facts About Camels</i>	The Camel and the Pig
8	<i>Facts About Centimeters</i>	The Camel and the Pig Trade Parts
9	<i>Felt-Tipped Pens</i>	Joe Williams Wants a New Job
11	<i>Centimeters</i>	Joe Williams Gets a New Job
12	<i>Facts About Fleas</i>	Aunt Fanny's Flea Circus
13	1) <i>Learning About Time</i> 2) <i>Facts About Flea Circuses</i>	The Fleas Surprise Aunt Fanny
14	1) <i>Meters</i> 2) <i>Directions on a Map</i>	Aunt Fanny Changes Her Ways
15	<i>Facts About Toads and Frogs</i>	Goad the Toad
16	<i>More Facts About Toads and Frogs</i>	Goad Uses Her First Trick
17	1) <i>How Far Apart Things Are</i> 2) <i>How Toads Catch Flies</i>	Food Traps
18	1) <i>Facts About Moles</i> 2) <i>The Opposite Direction</i>	Goad's Four Tricks
19	1) <i>Binoculars</i>	The Brown Family Comes to Catch Goad
21	2) <i>How Fast Things Move</i> 1) <i>Animals and Fire</i> 2) <i>Smoke and Wind</i>	The Browns Make Up a Plan
22	1) <i>Names That Tell How Fast Things Move</i> 2) <i>How Air Moves an Object</i>	Goad in the Water
23	<i>Facts About Miles</i>	A Big Picnic
24	<i>More Facts About Miles</i>	Jack and Lisa Have a Race
25	<i>Telling How Two Things Are Different</i>	Nancy Wants to Stay Little
26	<i>Facts About Ants</i>	A Green Man Visits Nancy
27		Nancy Is Still Tiny
28	<i>Sugar Shines</i>	Nancy Finds Something to Eat
29	1) <i>Water Has a Skin</i> 2) <i>Facts About Dew</i>	Nancy Tries to Get Some Water
31	<i>More About the Skin That Water Has</i>	Nancy Gets Some Water
32	<i>Grams</i>	Nancy Is Hungry Again
33	<i>More About Grams</i>	Nancy Finds Some More Food
34		The Green Man Visits Nancy Again
35	<i>Sounds That Objects Make</i>	Nancy Becomes Regular Size
36	<i>Miles Per Hour</i>	A Push in the Opposite Direction
37	<i>More About Pushes in the Opposite Direction</i>	Herman the Fly
38	<i>Speedometers</i>	Herman Goes to Kennedy Airport
39	<i>Airplane Crew Members</i>	Herman Ends Up on a Jumbo Jet

LESSON NUMBER	STORY BACKGROUND PASSAGE	MAIN STORY TITLE
41	1) <i>Insects</i> 2) <i>Facts About Speed</i>	Getting Ready for Takeoff
42	<i>Temperature</i>	Herman Takes Off for San Francisco
43	<i>Degrees</i>	Herman Lands in San Francisco
44	<i>Finding the Direction of a Wind</i>	Fly Spray Fills the Air
45	<i>Airplanes and Wind</i>	Rough Air
46	<i>More About the World</i>	Herman Heads to Japan
47	<i>The Eye of a Fly</i>	Herman Tries to Escape
48	1) <i>Facts About Spiders</i> 2) <i>The Size of Some States</i>	The Jumbo Jet Lands in Japan
49		Herman is Cold-Blooded
51	<i>The Air Around The Earth</i>	Herman Flies to Italy
52		Herman's Last Trip
53	1) <i>Facts About Whirlpools</i> 2) <i>Facts About an Ocean Liner</i> 3) <i>Facts About Ocean Water</i> 4) <i>Comparing Things</i>	
54		Linda and Kathy Escape from a Sinking Ship
55	<i>Facts About Islandss</i>	Linda and Kathy Find Land
56	<i>Facts About Palm Trees</i>	Alone on an Island
57	<i>Facts About Coconuts</i>	Linda and Kathy Find More Food
58	<i>Facts About Machines</i>	Making Tools
59		Linda and Kathy Construct a Machine
61	<i>Figuring Out the Time of Day</i>	The Girls Have Fish for Dinner
62	<i>Facts About Fevers</i>	Signaling for Help
63	<i>Landing a Ship</i>	The Girls Are Rescued
64	<i>Greece and Troy</i>	Learning About a Time Line
65		The City of Troy
66	<i>When the Story of Troy Took Place</i>	A Great War at Troy
67		The Great Wooden Horse
68		Bertha Has a Great Sense of Smell
69		Maria Gets a Job as an Investigator
71	<i>Oil Wells</i>	Maria Tests Bertha's Talent
72		Maria and Bertha Go to the Oil Refinery
73	<i>Underlined Words</i>	Maria and Bertha Meet Mr. Daniels
74		Bertha Tests Some Water
75		Maria and Bertha Make Up a New Plan
76		Inside a Hot Van
77		The Chief Listens to Bertha
78		Bertha Tests the Water
79	1) <i>Form 50 Special Consultants and Group Leaders</i> 2) <i>Learning About an Achilles Heel</i>	Achilles Heel

LESSON NUMBER	STORY BACKGROUND PASSAGE	MAIN STORY TITLE
81	<i>Chariots</i>	The Greatest Soldier
82		Clues from Thousands of Years Ago
83		Digging Into Piles
84	<i>Fire and Heat</i>	The Cave People Discover Fire
85		Cave Pictures
86		Different Kinds of Horses
87		Horses from Millions of Years Ago
88		How Horses Changed
89	<i>Filling Out a Bank Form</i>	Andrew Dexter Has Daydreams
91	<i>Learning About Checks</i>	Andrew Visits Magnetic Research Company
92		Andrew Is a Changed Person
93	<i>The Strength of Animals</i>	Andrew Gets Fired
94	<i>Learning About Football</i>	Andrew Meets Denny Brock
95	<i>Seconds</i>	The Titans Make Fun of Andrew
96		Andrew Kicks
97	<i>Professional Football Players</i>	Denny Gives Andrew a Job
98		Andrew Plays in His First Game
99		Andrew Meets Smiling Sam
101		Andrew Begins to Change
102		Andrew Plays Harder
103		The Titans Play Harder
104		Andrew Leaves the Team
105		The Championship Game
106		The End of the Game
107	<i>Places You Have Learned About</i>	Looking for Treasures
108	<i>Words That Talk</i>	Hohoboho
109	<i>Liz Takes a Trip</i>	The Words That Sat in the Back Rows
111	<i>Facts About Canada</i>	The Big Change in Hohoboho
112		Run Gets Moved
113	<i>Facts About Australia</i>	Toby the Kangaroo
114	<i>Facts About Kangaroos</i>	A Job for Toby
115	<i>Facts About Peacocks</i>	The Kangaroo Hunters
116	1) <i>Facts About Minutes</i> 2) <i>Facts About Ships</i>	Toby on the Ship
117		The End of the Trip
118	<i>More Facts About Canada</i>	The Ship Arrives in Canada
119	<i>Facts About a Circus</i>	Toby's New Job
121	<i>Facts About Boxing</i>	Toby Leaves the Circus
122		The Big Fight
123	<i>Homonyms</i>	The Scarred Words in the Word Bank
124	<i>Henry Ouch Takes a Vacation</i>	The Number with the Most Scars
125	<i>A Pilot's Trip</i>	Some Words Stop Fighting
126		Another Change Is Made
127	<i>Contractions</i>	The Last Problem in the Word Bank Is Solved
128	1) <i>Wooden Buildings</i> 2) <i>Time Machines</i> 3) <i>More About a Time Line</i>	
129		Eric and Tom Find a Time Machine

LESSON NUMBER	STORY BACKGROUND PASSAGE	MAIN STORY TITLE
131	<i>More About Time</i>	The San Francisco Earthquake
132	1) <i>More About Time</i> 2) <i>Facts About Egypt</i>	Eric and Tom in Egypt
133	<i>More About Time</i>	Eric and Tom Meet the King of Egypt
134	<i>Inventing</i>	Eric and Tom Meet the King
135		Eric and Tom Leave Egypt
136	<i>A Queen Named Helen</i>	Eric and Tom in Greece
137	<i>Forty Thousand Years Ago</i>	Eric and Tom See Cave People
138	<i>More About Time</i>	Eric and Tom in the City of the Future
139	1) <i>More About Time</i> 2) <i>North America</i>	Spain in 1492
141	<i>More About Time</i>	The Dog and the Time Machine
142	<i>Vikings</i>	The Land of the Vikings
143	<i>More About Time</i>	Trying to Get Home
144	<i>Facts About the United States</i>	Concord
145	<i>More About Time</i>	Home



Guide to Reproducible Appendices

Appendix A

RG-app hd

Placement Test **XX**

Appendix G

Blackline masters for

RG-app list

XX

(Reproduce 1 set for each group.)

- | | |
|---------------|---------------|
| Fact Game 30 | Fact Game 40 |
| Fact Game 50 | Fact Game 60 |
| Fact Game 70 | Fact Game 80 |
| Fact Game 90 | Fact Game 100 |
| Fact Game 110 | Fact Game 120 |
| Fact Game 130 | Fact Game 140 |

Blackline master for Scorecard

Sheet **XXX**

(Reproduce 1 sheet for each student.)

Appendix H

RG-aplist 1

Blackline master for Group Summary

Charts **XXX**

(Reproduce 1 group sheet for every 10 lessons.)

Appendix I

Blackline master for Test Summary

Sheets **XXX**

(Reproduce 1 sheet for each 8 or fewer students in each group.)

Tests 1–8 Tests 9–End of Program

Appendix J

Blackline masters for Thermometer

Charts **XXX**

(Reproduce 1 sheet for each student.)

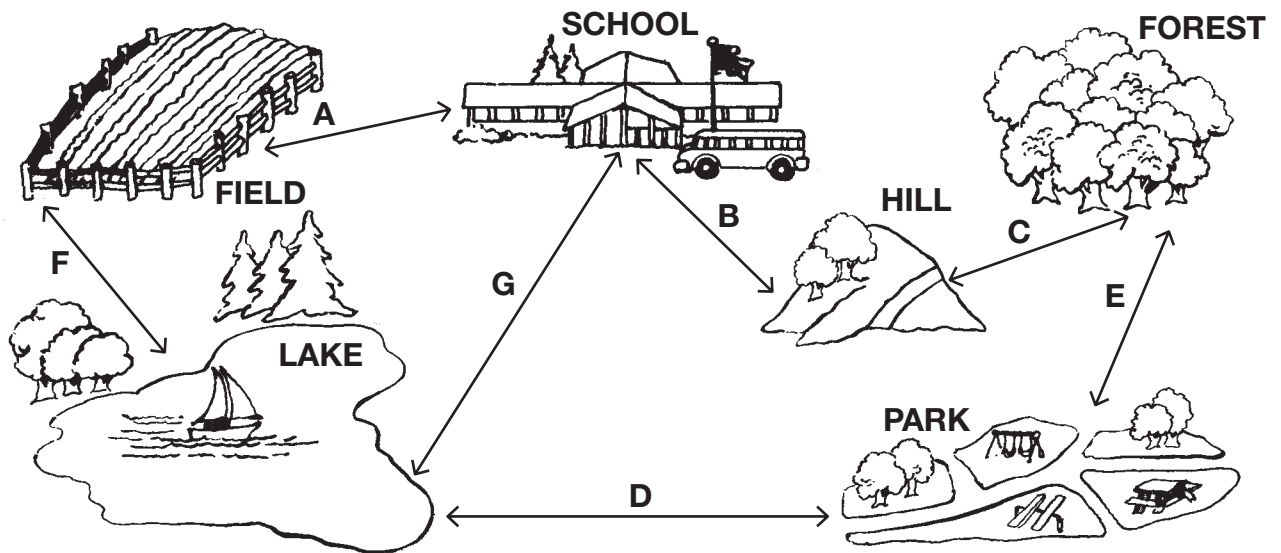
Appendix K

Blackline masters for family letters . . **XXX**

Fact Game

2. a. Does dew form in the middle of the day? FG-nl
 b. Dew forms when the air gets _____ .
 • warmer • cooler • drier
3. If an ant weighed as much as a cow, the ant could carry an object as heavy as _____ .
4. A mile is a little more than _____ feet.

5. Let's say this line \longleftrightarrow on the map is 1 mile long and this line \longleftrightarrow is 2 miles long.
 - a. Say the letter of a line on the map that is 2 miles long.
 - b. How far is it from the field to the lake?
 - c. How far is it from the park to the forest?



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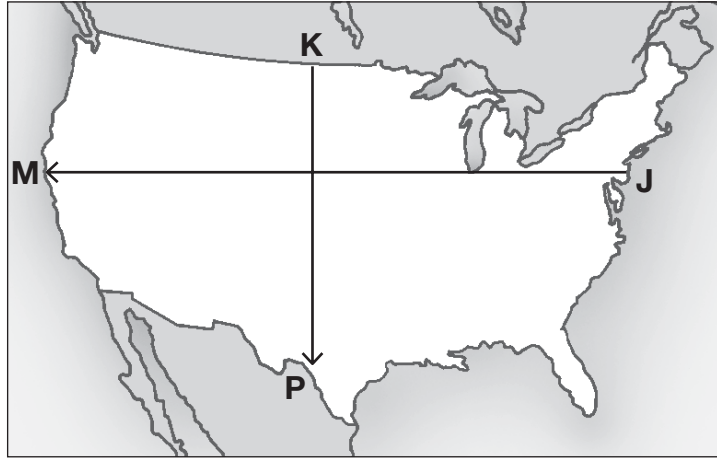
Fact Game

6. What part of the world is shown on the map?

7. One line on the map is 13 hundred miles long.

The other line is 25 hundred miles long.

- a. How far is it from J to M?
- b. How far is it from K to P?



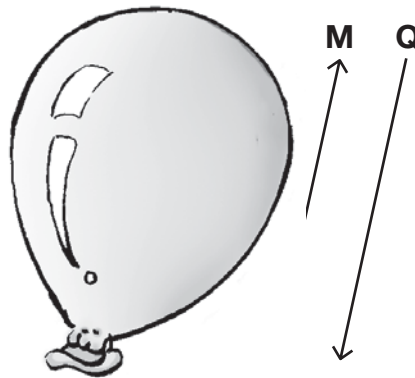
8. Say the part of each name below that tells about time.

- a. inches per week
- b. miles per minute
- c. meters per year

9. Say the part of each name above that tells about length.

10. a. Which arrow shows the way the air will leave the balloon?

b. Which arrow shows the way the balloon will move?



11. The drops of water you can see on grass early in the morning are called _____.

12. If a grain of sugar were very big, it would look like a box made of _____.

Fact Game Scorecards

Lesson 30				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 60				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 90				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 120				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 40				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 70				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 100				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 130				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 50				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 80				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 110				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Lesson 140				
1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

[PICK UP APPENDIX H FROM ISBN: 0-07-569132-9—page 145]

[PICK UP APPENDIX H FROM ISBN: 0-07-569132-9—page 146]

APPENDIX

I

MASTERY TEST SUMMARY SHEET

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APPENDIX



MASTERY TEST SUMMARY SHEET

[PICK UP APPENDIX I FROM ISBN: 0-07-569132-9—page 148]

[PICK UP THERMOMETER CHART FROM ISBN: 0-07-569132-9—page 149]

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[PICK UP THERMOMETER CHART FROM ISBN: 0-07-569132-9—page 150]

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Grade 2, Letter 1

To the family of _____

This school year your child is enrolled in the *Reading Mastery Signature Edition*, program. *Reading Mastery Plus*, Grade 2 will help your child learn the reading skills needed to succeed in school. Your child will learn how to sound out difficult words and read well and quickly. Your child will learn how to remember information that is important and how to use that information to answer questions. And best of all, your child will find that reading is enjoyable.

In *Reading Mastery Signature Edition*, Grade 2, your child will develop the ability to “read to learn.” That means your child will be able to read with better understanding in subjects such as science and social studies. In addition, your child will work on important writing and language arts skills.

The best thing you can do this year is to let your child know that the work done in *Reading Mastery Signature Edition*, Grade 2 is very 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,

Para la familia de _____

Este año escolar su hijo está inscrito en el programa de *Reading Mastery Signature Edition, Reading Mastery Signature Edition, Grade 2* ayudará a su hijo a aprender las destrezas de lectura necesarias para triunfar en la escuela. Su hijo aprenderá a pronunciar palabras difíciles y a leer mejor y rápidamente. Aprenderá a recordar información que es importante y cómo usarla para responder preguntas. Y lo mejor de todo es que su hijo descubrirá que leer es divertido.

En *Reading Mastery Signature Edition, Grade 2*, su hijo desarrollará la capacidad de “leer para aprender”. Eso significa que su hijo será capaz de leer entendiendo mejor materias como ciencias y estudios sociales. Además trabajará en destrezas de escritura y artes del lenguaje importantes.

Lo mejor que usted puede hacer este año es dejar que su hijo sepa que el trabajo que hace en *Reading Mastery Signature Edition, Grade 2*, es muy importante. Anímelo a leer algo en la casa diariamente. Recuérdele a su hijo que “mientras más lea, un mejor lector será”.

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

Gracias,

To the family of _____

Your child has completed lessons of Reading Mastery Signature Edition, Grade 2. Every day your child has worked on skills needed to read better and faster. During this school term, your child has learned how to read hundreds of new words. Every day, your child has read information articles and stories. Your child has learned how to remember and use the information read in the articles and stories. 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 and 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 he or she is making.

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,

Para la familia de _____

Su hijo ha terminado lecciones de *Reading Mastery Signature Edition, Grade 2*. Cada día su hijo ha trabajado en las destrezas necesarias para leer mejor y más rápido. Durante este período escolar su hijo ha aprendido a cómo leer cientos de palabras nuevas. Su hijo ha leído artículos informativos e historias diariamente. Ha aprendido a cómo recordar y usar la información que leyó en los artículos e historias. Éstas 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 leer algo diariamente. La lectura requiere mucha práctica al igual que todo lo que intentamos aprender. Recuérdele a su hijo que “mientras más lea, un mejor lector será”. Dígale que usted está orgulloso de su progreso.

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

Gracias,

Lesson 71,

Student textbook 71 XXX

Student worksheets 71. XXX

Teacher presentation book 71. XXX

[PICK UP LESSON 71 FROM TB, WB, AND TPB—SEE GO-BY]

Skills Profile Chart

[PICK UP SKILLS PROFILE CHART FROM ISBN: 0-07-569132-9—pages 188–200—Delete section on Language Arts, and Literature; change Writing and Spelling to Spelling]