

## INTRODUCTION

Reading is a necessary skill. It has been shown that students with strong reading skills perform well in all subjects. Therefore, students who are struggling with reading need opportunities to develop and practice their reading skills through different kinds of texts.

*Basic Reading Series* is an all-inclusive, well-rounded resource tool to help foster students' reading skills. While many reading series provide general overviews of each reading skill, *Basic Reading Series* addresses skills in a variety of formats with multiple activities so that individual learning styles are addressed. *Basic Reading Series* has over 100 activities that teach and reinforce the reading skills. The skills and activities are age-appropriate and presented at a low-level readability in order to promote success and understanding.

The basis for *Basic Reading Series* is to provide teachers with activities that promote literacy and that nurture those students who need additional explanations of and practice with specific reading skills and strategies. The program can be used to supplement the existing reading curriculum and make it appropriate to individual needs.

## TEN UNITS

Lessons, activities, and assessments are presented in ten units. Each unit introduces students to specific concepts and skills through interactive exercises and activity sheets. *Basic Reading Series* provides a sequence for introducing and teaching the reading skills and concepts, but this is only a suggested sequence. The units can be presented in any order based on the needs of the students or the curriculum. The units are:

- Context Clues
- Cause and Effect
- Details
- Main Idea
- Story Elements
- Sequencing
- Predicting Outcomes
- Drawing Conclusions
- Summarizing
- Fiction and Nonfiction

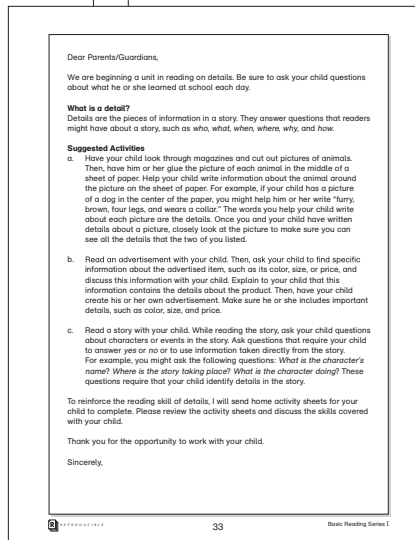
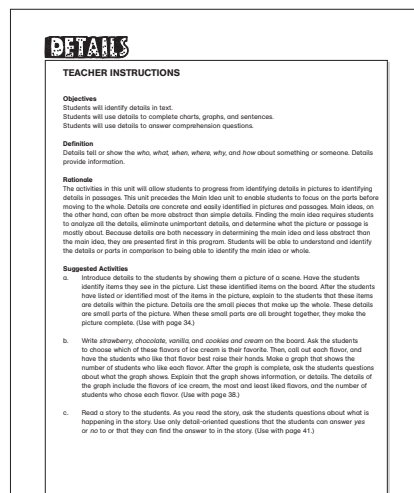
Although each skill has several levels of difficulty, the skills included in this book are presented at only basic levels. For higher-level reading skills, refer to subsequent books in *Basic Reading Series*.

## UNIT FEATURES

*Basic Reading Series* contains components that introduce reading skills and concepts to students, allow students to apply these skills and concepts, and assess students' mastery of the reading skills and concepts. Each unit contains the following features: teacher instructions, a parent/guardian letter, multiple activity sheets, and two assessments.

**Teacher Instructions:** A teacher instruction page accompanies each unit in this series. The book is arranged so that the teacher instruction page is the first page of each unit following the identifying tab. Each teacher instruction page provides the following information: objectives, definitions, a rationale, and suggested activities. The objectives listed on each teacher instruction page detail what each student should be able to accomplish following instruction in the unit. The definitions provide meanings of terms used in the corresponding unit. The rationale informs the teacher of the reason the skills in the unit should be taught. Additionally, it suggests the order in which the skills should be taught so that they can properly build on the skills presented in previous units. The suggested activities provide ways to introduce the students to the skills. Most of these activities are interactive and encourage the students to develop an understanding of the skills through the use of examples. The conclusion of each teacher instruction page suggests activity sheets that the teacher might wish to send home with the parent letter so that the students receive skill reinforcement at home and benefit from parental involvement.

**Parent/Guardian Letter:** The beginning of each unit contains a letter that should be sent home with each student prior to the start of the unit. This letter provides parents and guardians with information about the skills their children will learn in the corresponding reading unit. The letter provides simplified definitions to enable parents to comprehend the skills and communicate them in a way their children will understand. The definitions are followed by several suggested activities that the parents or guardians can help their children complete. Most activities involve the application of the reading skill to real-world situations and the use of books, magazines, or newspapers. The activities are hands-on and encourage dexterity, as well as assimilation of the reading skill. Most importantly, the letter encourages parents and guardians to ask their children what they have learned at school each day and to reinforce the learning process at home.



**Activity Sheets:** Each unit provides activity sheets that employ a variety of learning styles to foster students' mastery of skills. The teacher has the option to either choose from these activities for the purpose of reviewing or reinforcing or have the students work through all the activities to establish varied and multiple opportunities for learning.

The activities within each unit become progressively more difficult and build on activities previously covered. For example, the first few activities usually contain pictures or simple sentences. The activities then progress to more complex sentences and whole paragraphs. As the students progress through the unit, the activities require more reading and the students' understanding of the reading skills and concepts is further tested. No examples are provided on the activity sheets except on those sheets that contain word banks. The teacher might wish to reproduce an activity sheet and work it in front of the students if an example is needed or desired.

Each activity is designed so that the teacher has the option of assigning it as either an independent activity or a group activity. If the work is completed by groups, make sure that each student understands the skill and is able to explain the skill in his or her own words before moving on to the next skill. After each skill has been taught, the activity sheets can be sent home with the students for review, reinforcement of skills, or homework.

**Assessments:** Each unit contains two assessments that cover the skills addressed in that unit. The assessments are designed like standardized tests so that students become familiar with that format. While reviewing the skills covered in the unit, the teacher can also address the skills needed to take standardized tests.

*Basic Reading Series* has a variety of test formats, so students will encounter various test questions. Many assessments in this series require students to eliminate incorrect options and choose the correct answer, while some ask students to identify the correct application of a skill. While these assessments are meant to measure students' mastery of skills following the completion of units, they can also be used as pretests to measure prior knowledge.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**DETAILS**

**Directions:**  
Look at the chart.  
Use the details in the chart to answer the questions.

Mrs. Roy's class makes a chart about their pets. The chart shows how many of her students have each kind of pet.

5							
4							
3							
2							
1							
	cat	dog	bird	fish	other	none	

- How many students have a cat?  
\_\_\_\_\_ students
- How many students have a dog?  
\_\_\_\_\_ students
- How many students have a bird?  
\_\_\_\_\_ students
- How many students have a fish?  
\_\_\_\_\_ students
- How many students have a pet, other than a cat, dog, bird, or fish?  
\_\_\_\_\_ students
- How many students do not have a pet?  
\_\_\_\_\_ students

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**ASSESSMENT 1**

**Directions:**  
Read the paragraph.  
Read each sentence.  
Fill in the circle below the word that correctly completes the sentence.

Ann is sick. Ari goes to see Ann. She brings Ann a cup of soup and some hot tea. Ari brings Ann six flowers, too. Ann is happy to see Ari. She likes the soup, tea, and flowers. Ann says she feels better.

- Ann is \_\_\_\_\_.  
sick      well      tired
- Ari brings Ann a cup of \_\_\_\_\_.  
flowers      soup      candy
- Ann is \_\_\_\_\_ to see Ari.  
mad      sad      happy
- Ari brings Ann \_\_\_\_\_ flowers.  
six      eight      ten

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## REFLECT AND REVIEW

This book contains five Reflect and Review activities (see pages 150–154). The purpose of these activities is to stress the importance of building on the foundation of previously learned skills. The activities provide students with multiple opportunities to recall and apply several skills at once that have been presented individually in the previous units. The Reflect and Review activities also help the students to see how the reading skills are interrelated. Since the Reflect and Review activities are designed to cover more than one reading skill and concept, the teacher should make sure that all of the skills included in an activity have been taught prior to the students completing the activity. The specific skills covered in each Reflect and Review activity are referenced in the Table of Contents.

## FINAL ASSESSMENTS

Three comprehensive assessment activities are included in this book (see pages 155–157). These activities cover the skills taught in all ten units and can be used as a final evaluation of students' mastery. Each of the three final assessments covers the skills included in three or four units. The assessments are designed like standardized tests, so students will benefit from reviewing test-taking strategies. Additionally, since the final assessments require that students fill in the circles for the correct answers, the students must carefully select their answers and mark the appropriate answer choices.

## ANSWER KEY


An answer key for each activity is located at the end of the book (see pages 158–172). The answer key shows the correct solution for each activity. In cases where nearly any answer choice could be correct, the phrase "Answers will vary" appears. In cases where specific answers are required but multiple correct answers are possible, the phrase "Suggested Answers" appears and is followed by the preferred answer choices. Additionally, answers that require color are shown in varying shades of gray with a key for which shade of gray represents each color.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**REFLECT AND REVIEW**  
CONTENT: CAUSE AND EFFECT, NONFICTION

**Directions:**  
Read the story.  
Circle the correct answer for each question.

Mia finds a can of paint. She opens the can. The paint is clear. Mia gets a brush and paints two boards nearby. The boards disappear. She cannot see the boards. She drops the paint on her foot. She looks down and cannot see her foot. She gets an idea. Mia paints her body. Mia decides to play a trick on her mom.



- What does the word **disappear** mean?  
fade away      come back
- What word means the same thing as **trick**?  
joke              game
- Could this story really happen?  
yes                no
- What part of the story is make-believe?  
painting boards      not being seen


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Name: \_\_\_\_\_ Date: \_\_\_\_\_

**FINAL ASSESSMENT**

**Directions:**  
Read the story.  
Read each question.  
Fill in the circle next to the correct answer.

Sheila looks at the diving board. It is five feet high. All of her friends dive from it. They tease her for not trying. Sheila wants to dive from the board. She gets in line to jump. When it is her turn, she climbs the ladder. At the top, she walks across the board. Sheila stands at the end of the board. Her friends yell at her to jump. She takes a deep breath.

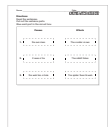




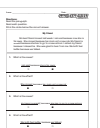





- Who is the main character in the story?  
 the pool  
 Sheila  
 the diving board
- What does Sheila do first?  
 takes a deep breath  
 walks to the end of the board  
 climbs the ladder
- What is this story mostly about?  
 Sheila wants to dive off the diving board.  
 The diving board is high.  
 Sheila's friends dive off the diving board.
- What will happen next?  
 Sheila will stay up on the board.  
 Sheila will dive off the board.  
 Sheila will climb back down.

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**ANSWER KEY**

Red ■■■      Blue ■■■

<p>CAUSE AND EFFECT - PAGE 21</p> 	<p>CAUSE AND EFFECT - PAGE 21</p> 	<p>CAUSE AND EFFECT - PAGE 21</p> 
<p>CAUSE AND EFFECT - PAGE 21</p> 	<p>CAUSE AND EFFECT - PAGE 21</p> 	<p>CAUSE AND EFFECT - PAGE 21</p> 
<p>DETAILS - PAGE 24</p> 	<p>DETAILS - PAGE 24</p> 	<p>DETAILS - PAGE 24</p> 

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## RESEARCH AND STANDARDS

*Basic Reading Series* has been developed with recent reading research in mind. The ten units align with state and national standards and represent skills frequently tested on standardized exams. Applicable quotes from the research and a list of standards met by the series have been included (see page X).

## CORRELATION CHART

A correlation chart that allows the teacher to quickly locate specific skills is included in *Basic Reading Series* (see page XI). The correlation chart is a useful resource for identifying the pages on which each skill is addressed. When teaching students reading, skills build on other skills. For example, a student should know what a detail is before he or she tries to determine the main idea of a passage. The correlation chart helps the teacher locate activities that focus on a specific skill that a student might need extra practice with before moving on to a new skill.

Teachers should be careful when randomly choosing activities because some reading skills that the student has not yet been introduced to might be included in the activities. Some skills covered in the student activity sheets are cross-curricular. While reading is the primary focus of all the activities, other subjects and skills are included. These subjects and skills include writing; using charts, maps, and globes; and science.

## PROGRESS CHART

A progress chart (see pages XII and XIII) is included in *Basic Reading Series* so that teachers can track their students' progress with reading skills. The progress chart can be used to note students' scores on each of the assessments provided in this book. A column is provided for teachers to note whether or not students mastered each skill. Teachers may set their own standards for mastery on the assessments. A comment section is provided in which the teacher can make notes regarding students' performance on each assessment.

**RESEARCH AND STANDARDS**

Teaching reading comprehension strategies to students with reading difficulties is particularly important, according to recent research. As Spass notes, "Students with reading disorders often have difficulty deriving meaning from what they read. If little or no meaning comes from reading, students lose motivation to read. Furthermore, meaning is essential for long-term retention of what they have read. Strategies designed to improve reading comprehension have been shown to improve students' interest in reading and their success" (2001).

Basic Reading Series was created to provide multiple opportunities for students to read short passages of their independent reading levels and then complete targeted reading comprehension activities based on those passages. This approach is in line with Lynn's testimony on learning disabilities research. "The average child reads between 4 and 14 exposures to automatize the recognition of a new word. Therefore, in learning to read, it is vital that children read a large amount of text at their independent reading level (with 95 percent accuracy) and that the text provide specific practice in the skills being learned" (Literacy: Why Children Can't Read, 1997).

Reading comprehension involves the coordination of both the implicit and explicit information provided by a text passage. Therefore, *Basic Reading Series* focuses on specific practice in ten of the most commonly tested comprehension skills (context clues, cause and effect, details, main idea, story elements, sequencing, predicting outcomes, drawing conclusions, summarizing, and inferences). Students have the opportunity to learn each skill individually and then integrate it with other skills in the Reflect and Review activities, as well as in the final assessment. As stated in the *Full Reading First* document from the National Institute for Literacy, "Although it can be helpful to provide students with instruction in individual comprehension strategies, good readers must be able to coordinate and adjust several strategies to assist comprehension" (2001).

Basic Reading Series meets both state and national standards (including the Standards for the English Language Arts, which are sponsored by the National Council of Teachers of English and the International Reading Association) regarding reading comprehension. As students read the passages and complete the activities in this binder, they will:

- read a wide range of both fiction and nonfiction passages.
- learn and use a variety of reading comprehension strategies, including word identification, recognition of cause and effect, and identification of main idea and supporting details.
- paraphrase and summarize written passages.
- draw inferences based upon evidence in written passages.
- identify story elements, including character, setting, events, and problem resolution.

Alexander, B. S., Lutz, F., & Doherty, J. (2001). *The Reading First: The Research Building Blocks for Teaching Children to Read*. Washington, DC: The Center for the Study of Reading.

Literacy: Why Children Can't Read. Hearing before the Committee on Education and the Workforce, House of Representatives, 105th Cong., 121 (1997). testimony of Lynn L. Liberman.

Spass, D. A. (2001). *How the Special Needs Child Learns*. Thousand Oaks, CA: Corwin Press, Inc.

X

Basic Reading Series I

**Correlation of Skills**

<b>Context Clues</b> .....	4-15, 154, 157
<b>Cause and Effect</b> .....	19-30, 153, 157
<b>Details</b> .....	34-45, 50-51, 55-58, 150, 156
<b>Main Idea</b> .....	49-60, 150, 155
<b>Story Elements</b> .....	64-75, 151, 155
<b>Sequencing</b> .....	78-89, 152, 155
<b>Predicting Outcomes</b> .....	93-104, 152, 155
<b>Drawing Conclusions</b> .....	106-119, 153, 156
<b>Summarizing</b> .....	123-134, 151, 157
<b>Fiction and Nonfiction</b> .....	136-149, 154, 155
<b>Cross-Curricular Correlation</b>	
Math .....	38-39, 57, 80, 86, 110-111
Science .....	7, 40-41, 43, 56, 78, 127, 150
Social Studies .....	7, 19, 34, 50, 81, 108-109, 156
Spelling .....	6
Writing .....	99, 101-102, 117, 138

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Master Copy  No. X No. **PROGRESS CHART**

Name: \_\_\_\_\_

Evaluated By: \_\_\_\_\_

<b>Context Clues</b>	Assessment 1								
	Assessment 2								
<b>Cause and Effect</b>	Assessment 1								
	Assessment 2								
<b>Details</b>	Assessment 1								
	Assessment 2								
<b>Main Idea</b>	Assessment 1								
	Assessment 2								
<b>Story Elements</b>	Assessment 1								
	Assessment 2								
<b>Sequencing</b>	Assessment 1								
	Assessment 2								
<b>Predicting Outcomes</b>	Assessment 1								
	Assessment 2								
<b>Drawing Conclusions</b>	Assessment 1								
	Assessment 2								
<b>Summarizing</b>	Assessment 1								
	Assessment 2								

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