

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 approximately a second grade reading level. For lower-level, basic reading skills, refer to the first book in *Basic Reading Series*. For higher-level reading skills, refer to the third book 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: Teacher instructions accompany each unit in this series. The book is arranged so that the teacher instructions are the first pages of each unit following the identifying tab. Each set of teacher instructions provides the following information: objectives, definitions, a rationale, and suggested activities. The objectives listed in each set of teacher instructions 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 set of teacher instructions suggests activity sheets that the teacher might wish to send home with the parent/guardian letter so that the students receive skill reinforcement at home and benefit from parental involvement.

Parent/Guardian Letter: Each unit contains a letter that should be sent home with each student prior to the start of the unit. This letter provides parents/guardians with information about the skills their children will learn in the corresponding reading unit. The letter provides simplified definitions to enable parents/guardians 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/guardians can help their children complete. Most of the activities involve the application of a 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/guardians to ask their children what they have learned at school each day and to reinforce the learning process at home.

MAIN IDEA

TEACHER INSTRUCTIONS

Objectives
Students will identify the main idea of pictures and text.
Students will identify the main idea and the details of pictures and text.
Students will identify the supporting details for the main idea.

Definitions
The main idea is what the picture or text is mostly about. The main idea can be stated in a few words or a sentence. The main idea does not focus on specific details. Details are the who, what, when, where, why, and how in the picture or text.

Rationale
The activities in this unit will lead students from identifying the main idea in pictures to identifying the main idea in text. The Main Idea unit follows the Details unit because the main idea requires students to analyze all the details, eliminate unimportant details, and determine what the picture or passage is mostly about. When students read a paragraph, the main idea is often the topic sentence or the title of the passage. However, this does not apply to all passages.

Suggested Activities

- Introduce main idea to the students by showing them a map of the world. Ask the students what the map is of the world or continents and oceans of the world. Then, ask the students to identify individual items on the map. Explain to the students that the main idea of the map is what the map is mostly of (the world). Point out that the lines on the map, such as individual countries, cities, and rivers, are the details of the map. (Use with page 50.)
- Read a story to the students. Divide the students into pairs. Have each pair draw a picture that shows what the story is mostly about. Below the picture, have the pair write a sentence that states the main idea of the story. Then, have each pair share its picture and main idea statement with the rest of the class. After the pairs share, lead a discussion in which you compare the similarities of the pictures. Discuss the main idea of the story with the students. (Use with page 52.)
- Read a nonfiction story about an animal to the students. Then, draw a word web with a center circle and four or five supporting branches off the main circle on the board. Ask the students what the main idea of the story is, or what the story is mostly about (the type of animal). Write the main idea in the center circle of the word web. Then, ask the students to state details about the animal. For example, details might include what the animal eats, what it looks like, or where it lives. Write these details on the supporting branches around the center circle. Have the students explain in their own words how the details support the main idea. (Use with page 54.)
- Prior to the lesson, record five child-friendly television commercials. Draw five columns on the board. Label the columns Main Idea 1–Main Idea 5. Show the students each commercial. Have the students state the main idea of the commercial in one sentence. The main idea of the commercial is usually the product advertised. Write the main idea of the commercial in the appropriate column on the board. Then, have the students state three details from the commercial. Write the details below the main idea in the appropriate column. Repeat this activity for each commercial. After viewing all five commercials, have the students compare the details below the main idea.

Dear Parents/Guardians,

We are beginning a unit in reading on main idea. Be sure to ask your child questions about what he or she learned at school each day.

What is the main idea?
The main idea is what a story or picture is mostly about. The main idea can be stated in just a few words or one sentence because it does not include all the details of a story.

Suggested Activities

- Use a recipe to make a dish with your child. Choose a recipe that your child would like to make. Have your child identify all the ingredients. Follow the recipe to make the food item. As the food is baking or cooking, ask your child to tell you what the end result will be, for example, a pizza, salad, or cake. Point out that this is the main idea of the recipe, or what the recipe is mostly about. Then, point out that all the ingredients and steps are the details of the recipe.
- Watch a movie or cartoon with your child. Then, ask your child what the movie or cartoon was mostly about. Remind him or her that this is the movie's or cartoon's main idea. Then, ask your child to state three details from the movie or cartoon.
- Have your child make a main idea mobile. Gather a coat hanger, tape, string, and six index cards. Choose a story to read with your child. After reading the story, have your child write the main idea on an index card. Then, have your child write five sentences stating details from the story on five index cards. Tape the main idea index card to the triangular part of the coat hanger. Punch a hole in the top of each index card with a detail written on it. Use string to tie the cards with details written on them to the bottom of the coat hanger. Display your child's main idea mobile in his or her room.

To reinforce the reading skill of identifying the main idea, I will send home activity sheets for your child to complete. Please review the activity sheets and discuss the skills covered with your child.

Thank you for the opportunity to work with your child.

Sincerely,

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. 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 an independent activity or a group activity. If the work is completed by groups, the teacher should make sure that each student understands the skill 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: _____

MAIN IDEA

Directions:
Read the paragraph.
Write the main idea of the paragraph.
Write four details that tell about the main idea.

How Crayons Are Made 

Crayons are made in a factory. Wax and color pigments are used to make crayons. The color pigment and melted wax mix together. The wax is poured into tiny molds. The wax cools and gets hard in the molds. Then, the molds dump out the crayons. A person checks each crayon. If a crayon is not perfect, it goes back into the hot wax. The good crayons get labels. The labels wrap around the crayons. The crayons get boxed with other crayons. The full boxes get packed and sold in stores.

Detail

Detail

What is this paragraph mostly about?

Detail

Detail

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Name: _____ Date: _____

MAIN IDEA

ASSESSMENT

Directions:
Read each paragraph and the question.
Fill in the circle next to the main idea.

1. Tina reads to her sister every day. Riley picks out a story. Tina and Riley sit on the bed. Tina reads, and Riley listens. They enjoy looking at the pictures together.

What is the paragraph mostly about?

Riley picks out a story.

Tina reads to her sister every day.

2. Jace is Blake's brother. Jace likes to play checkers. He sets up the board. He tells Blake to be the red ones. Blake makes the first move. Both of them win games. Jace likes playing checkers with Blake.

What is the paragraph mostly about?

Jace likes to play checkers with Blake.

Jace tells Blake to be the red ones.

3. The River family watches a movie once a week. Mom picks the movie. Dad picks the snacks. The children pick the day of the week. The family enjoys their movie night.

What is the paragraph mostly about?

Dad picks the movie.

The River family watches a movie once a week.

4. Bill learns to ice skate. He takes lessons for months. His ankles get stronger. He is able to keep his balance. Bill can skate forward and backward. Soon, Bill will try to do turns or jumps.

What is the paragraph mostly about?

Bill learns to ice skate.

Bill will try to do turns or jumps.

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REFLECT AND REVIEW

This book contains five Reflect and Review activities (see pages 151–155). 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 156–158). 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 159–173). 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.


Name: _____ Date: _____

REFLECT AND REVIEW
DETAILS AND MAIN IDEA

Directions:
Read the paragraph.
Use the paragraph to write four details and the main idea.

Raisins Come From Grapes

Raisins are made by drying out freshly picked grapes. The grapes grow on vines in vineyards. The grapes ripen on the vine. The workers pick the grapes when they are plump and juicy. The workers lay the grapes on paper in the sun for two or three weeks. The sunshine dries out the grapes. The dry grapes are now called raisins. The workers pack the raisins in boxes to sell at markets.



List four details about raisins.

- _____
- _____
- _____
- _____

Write the main idea of the paragraph.


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Name: _____ Date: _____

FINAL ASSESSMENT

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

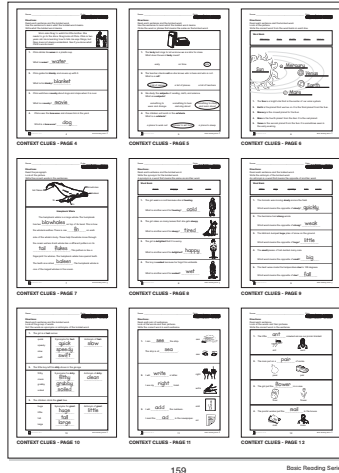
Mom and Dad go to the furniture store to buy a sofa. Mom shows Dad the sofas with lots of pillows. Dad shows Mom the leather sofas. They cannot agree on a sofa. Finally, they decide to sit down and talk. Mom and Dad sit on a big, brown sofa with soft pillows. They look at the sofa and smile. The sofa is brown like the leather sofas Dad likes. The sofa has a few pillows and is soft like the sofa Mom likes. They both agree that this is the perfect sofa. They buy it before they change their minds.



- What is the problem in the story?
 - Mom and Dad want a sofa.
 - Mom and Dad cannot agree on a sofa.
 - Mom and Dad are tired.
- What kind of sofa do Mom and Dad buy?
 - soft, brown sofa with pillows
 - a leather sofa
 - a sofa with lots of pillows
- What is this story mostly about?
 - Mom buys a sofa.
 - Dad wants a sofa.
 - Mom and Dad buy a sofa they both like.
- What is a good summary for this story?
 - Mom wants a soft sofa and will only buy one with pillows.
 - They want different sofas but finally find one they both like.
 - Dad looks at the leather sofas and tries to get Mom to agree.

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ANSWER KEY



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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).

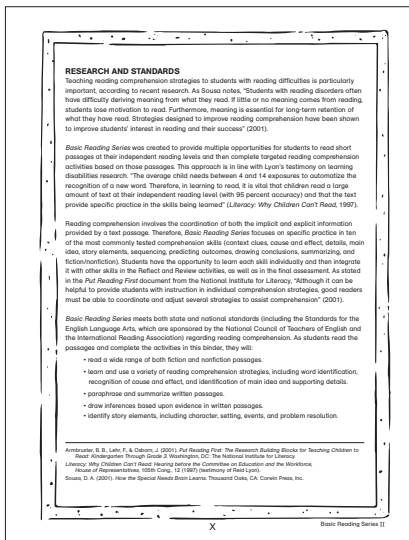
CORRELATION CHART

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 and maps, 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.



Correlation of Skills	
Context Clues	4-15, 155, 158
Cause and Effect	19-30, 154, 158
Details	34-45, 50-51, 53-57, 60, 151, 156
Main Idea	49-60, 151, 156
Story Elements	64-75, 152, 156
Sequencing	79-90, 153, 157
Predicting Outcomes	94-105, 153, 157
Drawing Conclusions	109-120, 154, 157
Summarizing	124-135, 152, 156
Fiction and Nonfiction	139-150, 155, 158
Cross-Curricular Correlation	
Health	19
Math	34, 38, 53, 112-113, 126-127
Music	41, 57
Science	6-7, 25-28, 40, 43, 54, 58, 79-80, 90, 128-129, 151, 158
Social Studies	22, 24, 36, 37, 45, 54, 60, 61-63, 130-131, 134
Writing	54-55, 67, 71, 80, 98-105, 131-133, 139, 151

XI

Skill	Assessment 1		Assessment 2		Mastered	Comments
	Score	Mastered	Score	Mastered		
Context Clues						
Cause and Effect						
Details						
Main Idea						
Story Elements						
Sequencing						
Predicting Outcomes						
Drawing Conclusions						
Summarizing						