

## 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	Sequencing
Cause and Effect	Predicting Outcomes
Details	Drawing Conclusions
Main Idea	Summarizing
Story Elements	Fact and Opinion

The key skills covered in this book are those on which the ten units focus. However, additional higher-level thinking and reading skills are addressed in the book but are not taught as individual skills. These additional skills include inferring, analyzing, evaluating, retelling, comparing and contrasting, and identifying fiction and nonfiction.

Although each skill has several levels of difficulty, the skills included in this book are presented at approximately a third grade reading level. For lower-level, basic reading skills, refer to the first and second 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:** 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.

### DRAWING CONCLUSIONS

#### TEACHER INSTRUCTIONS

- Objective**  
Students will draw conclusions from texts and other materials.
- Definition**  
Drawing conclusions is the skill of using clues, details, or information provided in texts or other materials to determine something. To draw a conclusion, the students must think beyond the details in the text, including using their prior knowledge and personal experiences. For example, if Jill has an older brother and a younger sister, then one can draw the conclusion that Jill is the middle child.
- Rationale**  
The students will work on drawing conclusions from texts. This skill requires students to identify the significant details in text and to apply prior knowledge and common sense to draw a conclusion. The students should be able to justify their conclusions based on the information they find in the text. Drawing conclusions is different from predicting outcomes because students are not guessing about what will happen next. They are acting as detectives and filling in missing information based on the information supplied.
- Suggested Activities**
- Divide the students into groups. Give each group a picture of an animal. Have each group write clues about its animal on index cards. For example, if a group has a picture of a horse, it might write "This animal has a large mane." Remind the groups not to mention the names of their animals in their clues. Then, collect the index cards, and display the animal pictures on the board. Read the clues in random order. Have the students draw conclusions about which animal is being described in each clue. (Use with page 106.)
  - Show the students the following three bags: a backpack, a gym bag, and a briefcase. Then, give the students the following scenarios:  
Alice uses his bag to hold the tennis shoes and gym shorts he wears when working out.  
Yancy uses his bag to carry his books and binders to school.  
Patricia uses her bag to carry her files to her business meetings.  
Have the students identify the person to whom each bag belongs. Have them explain how they know which bag belongs to which person. Then, explain to the students that they are drawing conclusions about the bags based on details in the descriptions and their own knowledge and prior experiences. Remind the students that to draw conclusions, they must think through details that are not always directly given. (Use with page 108.)
  - Read a book to the students in which the main character is an animal. Hide the front and back covers of the book, and do not show the students any of the illustrations in the book as you read. Then, have the students conclude what they know about the character and setting of the story. Ask them to support their conclusions with information from the text. Then, show the students the book's cover and the illustrations. Have them compare their conclusions with the actual character and setting. (Use with page 113.)

Dear Parents/Guardians,

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

#### What is drawing conclusions?

Drawing conclusions is the skill of using information from a story to figure out something. To draw conclusions, your child must think through details that are not always stated in the text. For example, if Whiskers licks his paw, purrs, and chases birds, then the conclusion can be drawn that Whiskers is a cat.

#### Suggested Activities

- Play a describing game with your child. Find an object in the room. Describe it by naming its colors, location, or other characteristics. Have your child guess what object you are describing. Then, have your child describe an object, and guess what object he or she is describing. Take turns drawing conclusions about the objects being described.
- Play a game with your child in which you describe items you might take on a trip to a specific location. For example, you might say, "I am going on a trip, and I am taking a beach towel, sunblock, sunglasses, my swimsuit, and an umbrella. Where am I going?" Your child must conclude where you are going based on the items you are taking with you on your pretend trip. For example, your child should conclude that you are going to the beach. Repeat the activity several times, each time describing different items you might take with you to different locations.
- Watch TV commercials with your child. Have him or her explain what each commercial is advertising. Then, have your child draw conclusions about the people targeted by each advertisement. For example, if the commercial shows a sweet, sugary cereal with toys in it, your child should conclude that the commercial is targeting young children in the hope that their parents will buy the cereal for them.

To reinforce the reading skill of drawing conclusions, 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 multiple 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. In cases where specific answers are required but multiple correct answers are possible the phrase "Suggested Answer" appears and is followed by the preferred answer.

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

**DRAWING CONCLUSION**

**Directions:**  
Read the paragraph and the lists.  
Use the paragraph and the lists to answer each question.

Jordie thinks about buying a bike. She knows she will have to save money to buy it. She makes a list of reasons for buying the bike and another list of reasons for not buying the bike.



**Reasons to Buy the Bike**  
I need something to ride to school.  
My friends all have one.  
I do not want to walk to school.  
Grandpa said he will give me some of the money to buy the bike.  
I have money saved up to buy it.  
I have wanted a bike for two years.

**Reasons to Not Buy the Bike**  
I can use the money for other things.  
I cannot afford to buy the bike I really want.  
I can always walk to school.

1. What can you conclude about Jordie when she has to make a decision?  
\_\_\_\_\_
2. What can you conclude she will do about buying the bike?  
\_\_\_\_\_

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

**DRAWING CONCLUSION**

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

Ashley is in the shallow end where the water comes up to her waist. Some boys and girls are playing volleyball in the deep end. They ask her to join them, but she doesn't want to. One of the boys hits the ball in her direction. The ball is close to her, but it is in deeper water. He asks Ashley to throw the ball to him, but she is afraid to get in the deeper water.

1. Where can you conclude the story takes place?  
 a playground  
 a swimming pool  
 a volleyball court
2. What can you conclude about Ashley?  
 She cannot play volleyball.  
 She does not like the other boys and girls.  
 She cannot swim well.

Lana cannot find Mr. Whiskers. She looks in his favorite hiding places. Mr. Whiskers is not in any of those places. Lana goes into the kitchen and pulls a can out of the pantry. She opens the can of tuna, and Mr. Whiskers runs into the kitchen.

3. What can you conclude Mr. Whiskers is?  
 a dog  
 a bird  
 a cat
4. What can you conclude about the situation in the story?  
 Mr. Whiskers hides often.  
 Mr. Whiskers does not like tuna.  
 Mr. Whiskers is in the pantry.
5. What can you conclude about Lana?  
 She knows Mr. Whiskers is missing.  
 She knows Mr. Whiskers will come out of hiding for tuna.  
 She knows Mr. Whiskers is not in the house.

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## REFLECT AND REVIEW

This book contains five Reflect and Review activities (see pages 147–151). 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 152–154). 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 155–162). 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 answers.

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

**REFLECT AND REVIEW**  
FACT AND OPINION AND SUMMARIZING

**Directions:**  
Read the paragraph.  
Use the paragraph to answer the questions.  
Write the words that correctly complete the summary.

Vanilla comes from vanilla beans—the long, greenish-yellow seed pods of the tropical orchid plant. The vanilla beans are picked off the plant before they ripen. The vanilla beans are cured for six months until they turn dark brown. Then, the vanilla beans are soaked in alcohol and drained to make the brown, liquid form of vanilla. Vanilla smells good, but it does not taste good by itself. People have used vanilla for centuries to flavor drinks and foods. Vanilla is also found in medicines, perfumes, rubber tires, and paint. Vanilla is probably the most popular flavoring used around the world.



- Which sentence states a fact?  
Circle one:  
The vanilla beans are picked off the plant before they ripen.  
Vanilla is probably the most popular flavoring used around the world.
- Which sentence states an opinion?  
Circle one:  
Vanilla smells good, but it does not taste good by itself.  
The vanilla beans are cured for six months until they turn dark brown.
- Summary: \_\_\_\_\_ comes from \_\_\_\_\_  
\_\_\_\_\_, which are the seed pods of the tropical orchid plant. Vanilla is a popular \_\_\_\_\_. It is used to flavor \_\_\_\_\_ and \_\_\_\_\_.


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

**FINAL ASSESSMENT**

**Directions:**  
Read the paragraph.  
Fill in the circle next to the correct answer.

Sea horses are unique types of fish. They have long snouts for eating plankton and fish larvae. Sea horses swim upright. They look graceful as they glide through the water. Sea horses have pectoral fins on their sides and small dorsal fins on their backs. The fins wave rapidly to move the sea horses through the water. Sea horses use their tails to hold onto seaweed. This keeps them in place so they can catch food. Sea horses are unusual parents. A female sea horse deposits her eggs in the male's pouch. The male sea horse carries the babies until he gives birth to the baby sea horses.



- What do sea horses eat?  
 seaweed  
 plankton and fish larvae  
 eggs
- What is this paragraph mostly about?  
 Male sea horses carry and have sea horse babies.  
 Sea horses have dorsal fins.  
 Sea horses are unique fish with special features.
- Which sentence states an opinion?  
 Sea horses swim upright.  
 Sea horses look graceful as they glide through the water.  
 Sea horses use their tails to hold onto seaweed.
- Which sentence states a fact?  
 The male sea horse gives birth to the baby sea horses.  
 Sea horses are unique types of fish.  
 Sea horses are unusual parents.

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**ANSWER KEY**

**Unit 1: Context Clues**  
Page 4–1, zipper—one who jogs 2. harmless—not able to harm 3. helpful—full of help  
4. writer—one who writes 5. thoughtful—full of thought  
Page 6–1, measure—again 2. unlike—to the opposite of 3. prepaid—paid before  
4. unlock—to the opposite of lock 5. rebuilt—build again  
Page 7–1, very cold, chilly 2. dry and needing water, waterless 3. to blow strongly, gusty  
4. very wet, soaked  
Page 7–1, bottom 2. stony 3. smooth 4. mean 5. brave  
Page 8–1, insect 2. pollen 3. fair 4. exciting 5. few  
Page 9–1, knight 2. hole 3. waste 4. whole 5. right 6. visit  
Page 10–1, meat 2. clause 3. lava 4. meet 5. claws 6. blue  
Page 11–1, fish, A, B, lake, B, A, salt, B, A, fly, B, A  
Page 12–1, Meaning B: a vacation or journey from one place to another 2. Meaning A: the garments that sprout from bunches or stems of plants 3. Meaning A: a place or an area  
4. Meaning A: something worthy of being seen  
Page 13–1, Meaning A: sections of a town or city that have houses or stores and that are surrounded by streets 2. Meaning B: to signal hello or good-bye by moving one's arm and hand 3. Meaning B: the sharp, loud noise made by a dog 4. Meaning B: an area of land usually enclosed by a fence or wall  
Page 14–1, stony 2. sharp 3. breakable 4. safe  
Page 15–1, article of clothing worn around the neck 2. a group or bunch 3. a single stir  
4. a pitch or sound in music for harmony

**Unit 2: Cause and Effect**  
Page 19–1, girl making snowman, girl skiing, girl sledding, girl shoveling snow  
Page 20–1, She knows it takes hard work to become a doctor. 2. She will graduate as a doctor.  
3. She remembers how it felt to be sick.  
Page 21–1, He sailed from Portugal around Africa's Cape of Good Hope. 2. His journey was called a voyage by Spanish leaders. 3. He was at home in his homeland.  
Page 22–1, People wear seat belts. 2. The seat belts hold people in place during wrecks.  
3. A car is a hard-on wheel.  
Page 23–1, They want to save money. 2. Coupons make prices lower. 3. People have a coupon for a new product. 4. They want people to buy their products. They want to decrease the price of the products. They want people to try their new products. They want to compete with other companies for people's business.  
Page 24–1, Jason's car will not start. 2. His oil is low. 3. His battery is dead. 4. He is out of gasoline. 5. He needs to add oil, change the battery, and fill up with gas.  
Page 25–1, Effect: Sally Ride is an American hero. Cause: She was the first American woman to go into space. Effect: She got accepted into the astronaut program at NASA in 1978. Cause: Dr. Ride studied physics. Effect: Dr. Ride joined the team that studied the explosion of the Challenger in 1986. Cause: She knew the Challenger well. Effect: She left NASA in 1989 to become a professor. Cause: Dr. Ride thought more women needed to study the sciences.

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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.

