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

process at home.

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DRAWING CONCLUSIONS

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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

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.

Read	IDPAYING CONELLIANS the paragraph and the lists. the paragraph and the lists to answer each question.
In My Id Gr Ih Ih	Jordie thinks about buying a bike. She knows the will have to save money to buy it. She make a list of reasons for buying the bike and another list of reasons from buying the bike. soons to Buy the Bike ded something to ride to school. friends all have as owner of the money to buy the bike. very money saved up to buy it. very money for other things. and the school that the school of the s
2.	What can you conclude she will do about buying the bike?

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	DRAWING CONCIUNC
irect	ions: ASSESSM each paragraph.
	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. O. One of the boys hits the bull in her direction. The ball is close to her, but it is indeeper water. He asks Ashley to throw the ball to him, but she is arriad to get in the deeper water.
1.	Where can you conclude the story takes place?
	O a swimming pool
	O a volleyball court
2.	What can you conclude about Ashley?
	 She cannot play volleyball.
	O She does not like the other boys and girls.
	O 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? O a dog o a bird
	O 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? O She knows Mr. Whiskers is missing.
	She knows Mr. Whiskers is missing. She knows Mr. Whiskers will come out of hiding for tung.
	O She knows Mr. Whiskers is not in the house

REFLECT AND REVIEW

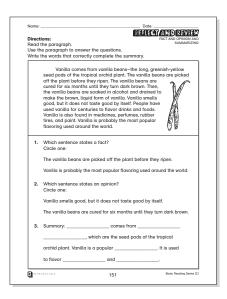
This book contains five Reflect and Review activities (see pages 147–151). The purpose of these activities is to stress the importance of building on the foundation of previously learned skills. The activities provide students with multiple opportunities to recall and apply several skills at once that 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

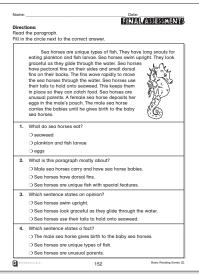
Three comprehensive assessment activities are included in this book (see pages 152–154). These activities cover the skills taught in all ten units and can be used as a final evaluation of students' mastery. Each of the three final assessments covers the skills included in three or four units. The assessments 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.



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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.

