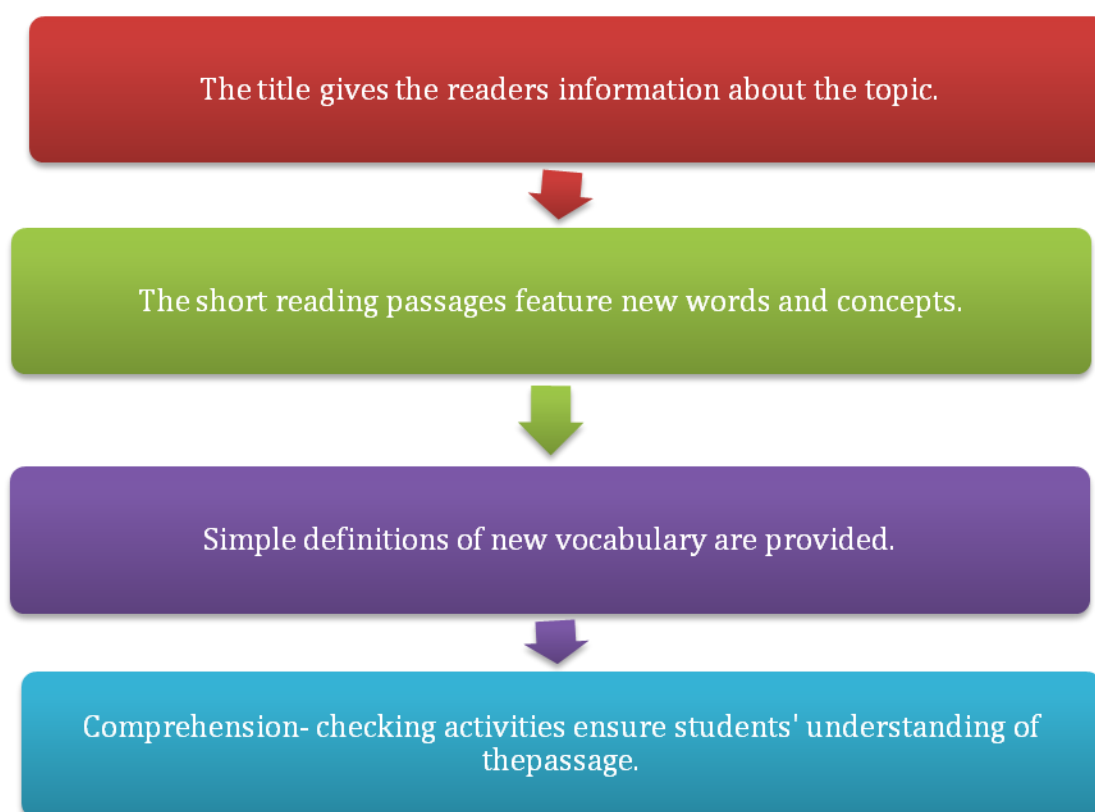


# Teacher's Guide

## Methodological Approach

Palmer (1921) stated that “intensive reading” means that readers take a text, study it line by line, and can refer to a dictionary about the text for better comprehension. Many teachers walk students through a short reading passage. The short passage is followed by comprehension checking and further vocabulary practice. This kind of reading is immensely helpful when teaching students a new language.

Each unit in *Reading Success* ensures that students are learning new language.



## Why Choose *Reading Success*?

*Reading Success* is a six-level series designed to help middle-school students develop reading fluency. Short reading passages are accompanied by vocabulary review exercises to ensure student comprehension. Multiple choice reading passages and a model summary of each passage are used to assess students' total comprehension. The vocabulary and grammar structure of each reading passage is controlled to provide students with new language and reading fluency.

### Features:

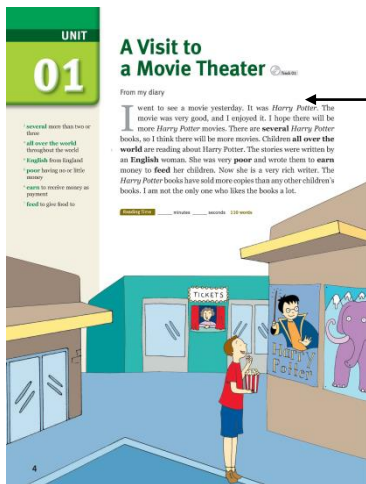
- A mix of familiar and new topics
- Full-color illustrations assist with overall understanding
- Vocabulary definitions provided to ensure student comprehension
- Multiple-choice questions prepare students for standardized tests
- Summary activities to consolidate comprehension
- Controlled vocabulary and language structures so students are reading at the right levels
- Audio recordings of the passages available on CD

# Getting to Know the Book

## Introduction to the *Reading Success* Student Books

Each unit in the *Reading Success* series includes four parts. The students read a short passage, review newly acquired vocabulary, test their knowledge, and summarize the text. The parts of each unit work together to first introduce new language, and then ensure comprehension of the new language.

### Student Book Contents:



#### Short Reading Passage

- Passages range from 110 to 310 words.
- Passages cover a range of familiar and new topics.
- A mix of fiction and nonfiction passages includes a wide range of vocabulary.
- An audio CD provides recordings of each passage.
- After hearing the passage, students can read do a timed reading of the passage.
- Easy-to-understand definitions for new vocabulary words accompany each passage.

#### Vocabulary Review

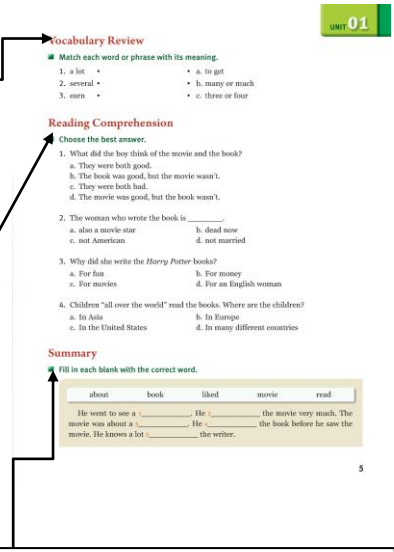
- This section reinforces vocabulary comprehension
- Matching activities help students prepare for tests.

#### Reading Comprehension

- This section assesses students' reading comprehension.
- Multiple-choices questions prepare students for standardized tests.
- Questions types include main idea, detail, vocabulary, and the five W's.

#### Summary

- This section review new vocabulary
- Summaries recall information from the reading passage and develop reading fluency by repeating new words and structures.



## Scope and Sequence

### Reading Success 1

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	A Visit to a Movie Theater	all over the world, earn, English, feed, poor, several
<b>2</b>	Late Again	alarm clock, excuse, go off, point, set, turn off
<b>3</b>	Where Do They Sit?	at least, complete, figure out, next to, plan, row
<b>4</b>	Elephants	bark, carving, kill, scrape, tusk, weight
<b>5</b>	My Grandmother's Birthday	birthday, blow, hope, on one's own, shopping
<b>6</b>	Speech!	give a speech, important, reply, speak, whisper
<b>7</b>	Test Scores	count, final, find out, grade, write down
<b>8</b>	Ice Cream	carton, dessert, frozen, invention, modern
<b>9</b>	An Old Friend	dinner, help, homework, knock, surprise
<b>10</b>	A Million Dollars	except, finally, half, million, understand
<b>11</b>	Cooking	beat, break, dry, following, melt, pour, serve
<b>12</b>	Baseball	base, corner, pitcher, run, score, team
<b>13</b>	Cars Passing the School	drive past, drop off, information, report, traffic
<b>14</b>	A New Pet?	all over, each other, move, save, seed
<b>15</b>	A Surprise Test	bottom, carefully, correct, fair, history, lazy, of course
<b>16</b>	Animation	animated, clay, famous, full-length, live on, make a change, recent, seem
<b>17</b>	Mark Your Answers	go to the movies, pop music, private school
<b>18</b>	Vacation Visitors	count on, popular, quite, rough, usually
<b>19</b>	A School Show	clap, do tricks, expensive, nervous, practice, put on
<b>20</b>	Collecting Things	collect, collection, matchbox, tens of thousands of, valuable
<b>21</b>	A Good Knife	go on, look for, lose, pick up, pocket
<b>22</b>	Making a Map -	highway, junction, main street, northern, southern
<b>23</b>	A Soccer Game	goal-keeper, hurt, kick, reserve, take someone's place
<b>24</b>	Making a Battery	cell, copper, electrolyte, flow, galvanized, juice, volt, zinc
<b>25</b>	How to Lose Weight	health, heavy, lose weight, weigh
<b>26</b>	A Puzzle	follow, mark, measure, move around, rectangle
<b>27</b>	The Price of Rice	go down, guess, low, sell

<b>28</b>	Postage Stamps	cost, depend on, make money, post office, stick, sticky
<b>29</b>	The Wallet	address, charity, need
<b>30</b>	A Quick Sale	bank, bite, clerk, earn, go from house to house
<b>31</b>	A School Report	average, conduct, pay attention, P.E., progress, rank, social studies
<b>32</b>	The Steam Engine	blow, build up, factory, inventor, lid, steam, turbine
<b>33</b>	A Day in Bed	bad, enough, get up, run (nose), well
<b>34</b>	The Loan	borrow, in writing, loan, pay back, prove
<b>35</b>	A Notice	attend, elect, give a talk, member, president, suggest, vote
<b>36</b>	The <i>Titanic</i>	iceberg, liner, rescue, SOS, sink, voyage
<b>37</b>	A Bad Storm	flood, heavy rain, mountain, pole, travel
<b>38</b>	Saving Money	bright, copy, pick up, ready, save
<b>39</b>	Lost and Found	details, friendly, leave, missing, reward
<b>40</b>	The Most Famous American Presidents	keep, lead, serve as, state, slavery



## Suggested Lesson Plan

### Reading Success 1

#### Introduction:

- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically to present homework aloud.

#### Review:

- Do vocabulary quiz from previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

#### Pre-Reading:

Page 1)

**UNIT 01**

### A Visit to a Movie Theater

*From my diary*

I went to see a movie yesterday. It was *Harry Potter*. The movie was very good, and I enjoyed it. I hope there will be more *Harry Potter* movies. There are **several** *Harry Potter* books, so I think there will be more movies. Children **all over the world** are reading about *Harry Potter*. The stories were written by an **English** woman. She was very **poor** and wrote them to **earn** money to **feed** her children. Now she is a very rich writer. The *Harry Potter* books have sold more copies than any other children's books. I am not the only one who likes the books a lot.

**Vocabulary List:**

- received more than two or three times
- all over the world
- throughout the world
- English from England
- poor having no or little money
- earn to receive money as payment
- feed to give food to

100 words 130 words

#### Warm-Up:

##### Option 1)

- Teacher writes the day's reading passage title on the board and asks students to write all the words they can think of that are related to the title. Teacher asks students to call out their words and all new words are written on the board. Teacher asks students who contributed difficult words to explain the meaning for other students.

##### Option 2)

- Teacher shows students the main unit picture (with the reading passage and vocabulary sections covered) and asks students to work in pairs to create a five to six sentence short story about the picture.

#### Reading:

##### Passage:

- Teacher reads the unit title aloud and asks students if they are familiar with the topic. If yes, teacher has them give ideas. If no, teacher moves ahead.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, vocabulary, and the five W's.
- Teacher then points out the new words next to the passage and has students find them in the passage. Teacher asks questions to ensure comprehension.

**Optional Activity**

- 1) The students close their books. The teacher reads the story aloud, stopping two to three times throughout the passage to ask comprehension questions.
- 2) Teacher asks students to rewrite the sentences with new vocabulary words with more familiar words. Creating multiple sentences is OK.
- 3) Teacher asks students to create two questions each about the passage, and then students take turns asking their questions to the class.
- 4) Teacher writes sentences featuring the new words on the board with one spelling error in the key word, and then has students find the mistakes and write the corrections.

Page 2)

**UNIT 01**

**Vocabulary Review**

■ Match each word or phrase with its meaning.

1. a lot	• a. to get
2. several	• b. many or much
3. earn	• c. three or four

**Reading Comprehension**

■ Choose the best answer.

1. What did the boy think of the movie and the book?
  - a. They were both good.
  - b. The book was good, but the movie wasn't.
  - c. They were both bad.
  - d. The movie was good, but the book wasn't.
2. The woman who wrote the books is \_\_\_\_\_.
  - a. also a movie star
  - b. dead now
  - c. not American
  - d. not married
3. Why did she write the *Harry Potter* books?
  - a. For fun
  - b. For money
  - c. For movies
  - d. For an English woman
4. Children "all over the world" read the books. Where are the children?
  - a. In Asia
  - b. In Europe
  - c. In the United States
  - d. In many different countries

**Vocabulary Review:**

*Option 1)*

- Students close their books. Teacher reads the definitions on the right side of the column aloud and asks students which words the definitions are defining.

*Option 2)*

- Students close their books. Teacher reads the words on the left side of the column aloud and asks students to create definitions of the words.

**Optional Activity**

- 1) Teacher assigns the vocabulary review section as an in-class quiz and then has students check the correct answers according to the reading before checking the answers together.
- 2) Teacher asks students to choose five additional words from the passage and create their own vocabulary review quiz.

**Reading Comprehension:**

- Teacher introduces the comprehension activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Comprehension Leader" for the activity.
- Teacher has students create their own multiple-choice questions to ask each other.
- Teacher asks students which questions were easy to answer and why, and which questions were difficult to answer and why.



**Summary**

Fill in each blank with the correct word.

about	book	liked	movie	read
-------	------	-------	-------	------

He went to see a \_\_\_\_\_ . He \_\_\_\_\_ the movie very much. The movie was about a \_\_\_\_\_ . He \_\_\_\_\_ the book before he saw the movie. He knows a lot \_\_\_\_\_ the writer.

**Summary:**

- Teacher reviews the words in the box with the students.
- Teacher writes the words from the box on the board, has students close their books, and asks students to write their own summary of the passage using the words from the board. Teacher selects a few students to read their passages aloud every week.
- Teacher then asks students to complete the summary from the book as an in-class quiz.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

**Closure:**

**Homework:**

- Teacher assigns homework such as writing sentences or stories with new words and/or writing their own passages based on the passage from the book.

**Final Activity Ideas**

- 1) Teacher writes key words from the passage and has students put the words in alphabetical order.
- 2) Teacher asks comprehension questions based on the reading passage, focusing on getting students to answer the questions as quickly as possible.
- 3) Teacher asks students to work to orally summarize the passage in six sentences or less.

## Test Overview

### ***Reading Success Tests:***

Tests should be assigned upon completion of the SB material.

- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

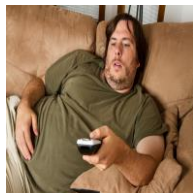
**\*\*Because *Reading Success* covers multiple topics, teacher should ensure that students have a thorough understanding of the units covered through regular oral review and homework activities.**

### Reading Success 1 Test

A. Write the correct word below each picture. One word is extra.

factory	frozen	lazy	several	junction	sink
---------	--------	------	---------	----------	------

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

B. Match the word with its definition.\_

6. guess

a. to add on top of something

7. pour

b. to offer an idea or plan for someone to consider

8. excuse

c. to say what you think is likely or probable

9. suggest

d. to move smoothly

10. flow

e. a reason for why you did something bad

C. Fill in the blanks with the correct words. One word is extra.

whispered	pocket	melted	loaned	moved
-----------	--------	--------	--------	-------

11. My ice cream \_\_\_\_\_ in the hot sun.

12. He \_\_\_\_\_ so no one would hear him.

13. The man found his keys in his \_\_\_\_\_.

14. She \_\_\_\_\_ her friend a book.

**D. Read and answer.**

Luke's baseball team wanted to go to a game far away. However, the trip would be expensive. They needed to figure out a way to make money. Someone said they should borrow it. But there was no one to loan them money. They all agreed to a plan. They would sell baked goods at school. Luke and his mom made cookies. Several other teammates made cookies too. Some members of the team made brownies and pies. They sold the baked goods before and after school. They also sold them during lunch. They did this for a week. By the end of that week, they had earned a lot of money. They had earned enough to go their game. The weekend of the game, everyone was nervous. The weather report called for heavy rains. It said it might even flood. Luckily, the report was wrong. It was sunny all weekend. They traveled to the game and had a lot of fun.

15. This reading is about \_\_\_\_\_.
- a boy and his mom baking
  - a trip to go see a baking show
  - a team earning money for a trip
  - a bake sale that had lots of cookies
16. How did they raise money for their trip?
- They had a bake sale at school.
  - They borrowed it from someone.
  - They traveled to the baseball game.
  - They sold tickets to their baseball game.
17. What were they nervous about?
- The weather report
  - The team not having fun
  - Not raising enough money
  - Not winning the baseball game

## *Reading Success 1 Test Answer Key*

### **Exercise A**

1. lazy
2. junction
3. sink
4. factory
5. frozen

### **Exercise B**

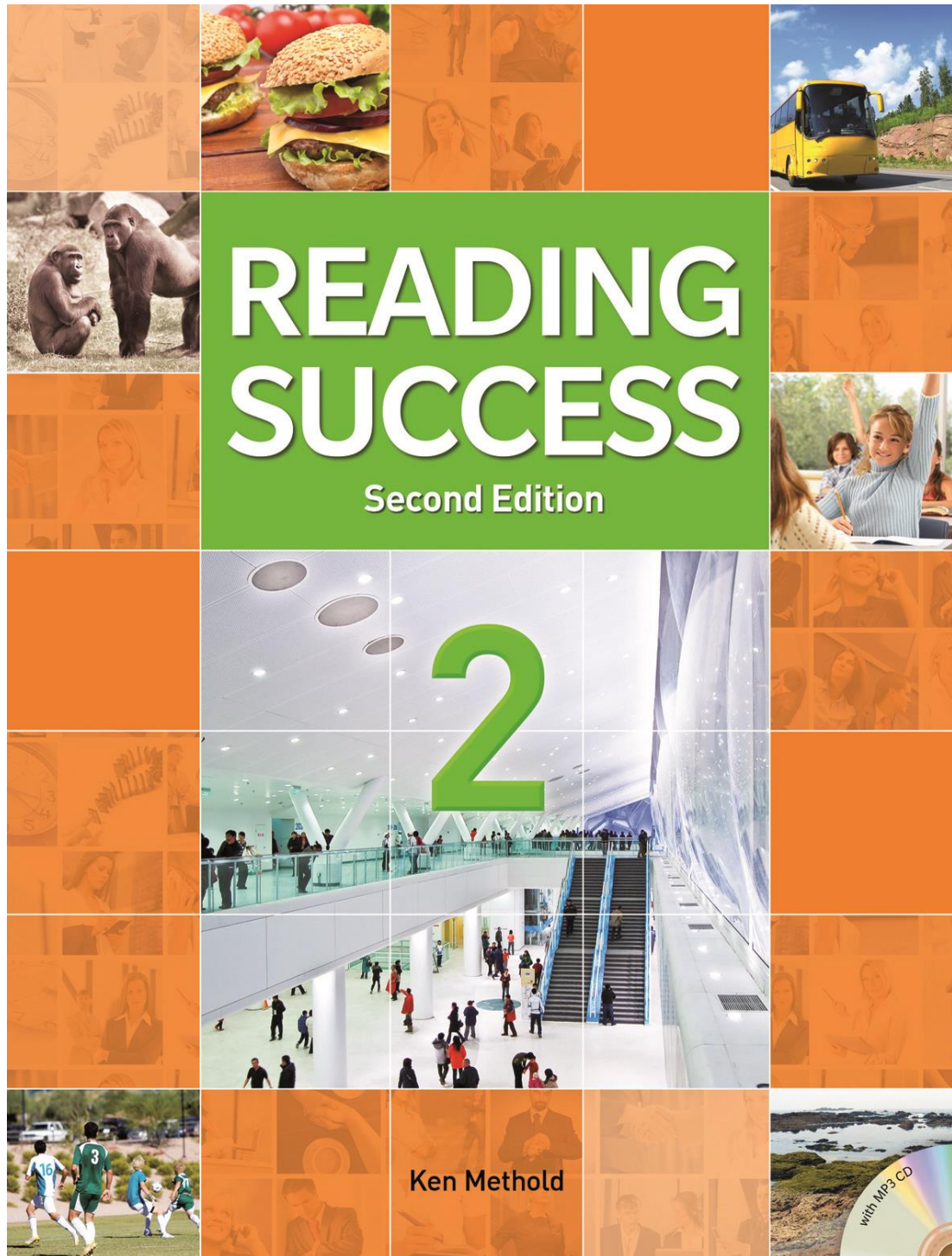
6. c
7. a
8. e
9. b
10. d

### **Exercise C**

11. melted
12. whispered
13. pocket
14. loaned

### **Exercise D**

15. c
16. a
17. a



Teacher's Guide



## Scope and Sequence

### Reading Success 2

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	Not Stupid	dig, flagpole, lay down, reach
<b>2</b>	A Day at the Beach	claw, rock pool, sea creature, seawater, snail
<b>3</b>	Grandmother's Problem	examine, grandson, habit, medical, special
<b>4</b>	Balloons	attempt, ballooning, catch fire, crash, hydrogen, pilot
<b>5</b>	An Email	classical, fill out a form, French, nationality, personal description
<b>6</b>	When I Was Your Age	compare, earn, goal, part-time job, silent, waste
<b>7</b>	Movies of the Week	adventure, cinematography, gangster, lottery, silly
<b>8</b>	Apes	ancestors, ape, appearance, gibbon, primates, species
<b>9</b>	Not My Fault	careless, crash, pole, scold, tiny, vase
<b>10</b>	At the Airport	airline, airport, delayed, due, remark, scheduled
<b>11</b>	Choosing a Pet	breed, kitten, puppy, take care of, tank
<b>12</b>	The Hamburger	beef, diet, invade, Mongols, port, raw, saddle
<b>13</b>	Not My Job	amazing, lost, reward, trick, unusual
<b>14</b>	An Invitation to Visit	cave, hear from, museum, pick up, suggest, vacation
<b>15</b>	A Birthday Party	be sick, enjoy, pin, rush, tail, under
<b>16</b>	Bicycles	all-metal tire, attach, be called, entirely, pedal, tire
<b>17</b>	Replying to an Invitation	education, frightened, look forward to, pay for, scholarship
<b>18</b>	A Bicycle Made for Two	brake, keep, ride, roll, seaside, steep
<b>19</b>	Too Expensive	bill, change, jungle, sales clerk
<b>20</b>	Football	goalpost, handle, head, match, rare, score
<b>21</b>	On TV	approach, happen, microphone, proud, sensible
<b>22</b>	The Interview	a number of, control, explain, punish, subject
<b>23</b>	Rainfall	average, following, moderate, rainfall, total, vary
<b>24</b>	Volcanoes	active, ash, encircle, eruption, lava, molten, pressure, suck
<b>25</b>	Old Age	block, clinic, do one's best, feel well, get better, medicine, wake up
<b>26</b>	A Good Tip	add up, bill, encourage, pleased with, rude, wage
<b>27</b>	Letter to a New Pen Pal	on one's way, pen pal, practice, recital, violinist
<b>28</b>	Telling the Time	discover, explorer, hourglass, mechanical, pharaoh, tomb

<b>29</b>	Write About What You See	composition, countryside, ma'am, notebook
<b>30</b>	Replying to a Letter from a New Pen Pal	dog pound, league, mixture, night shift
<b>31</b>	A Bus Ride to the Country	freeway, halfway, narrow, park
<b>32</b>	Henry Ford	assemble, generous, look after, mass production, reliable, world-famous
<b>33</b>	Too Much Dirt	dirty, ground, look someone up and down, scream, tell a lie
<b>34</b>	Meeting a Famous Person	autograph, crowd, enough, huge
<b>35</b>	Speech	committee, concert, instrument, join, orchestra, several
<b>36</b>	The First Computers	analytical, article, astronomy, basis, calculation, complicated
<b>37</b>	Classified Ads	latest, owner, repair, sailboat, sailing
<b>38</b>	A Class Schedule	medium, participate, physical education (P.E.), technique, term paper, theory
<b>39</b>	Skipper	correct, in charge of, mark, realize, shake
<b>40</b>	Puppets	finger puppet, gravity, hang, marionette, puppeteer

Suggested Lesson Plan

Reading Success 2

Introduction:

- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically to present homework aloud.

Review:

- Do vocabulary quiz from previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

- Teacher writes the day's reading passage title on the board and asks students to write all the words they can think of related to the title. Teacher asks students to call out their words and all new words are written on the board. Teacher asks students who contributed difficult words to explain the meaning for other students.

Option 2)

- Teacher shows students the main unit picture (with the reading passage and vocabulary sections covered) and asks students to work in pairs to create a six to seven sentence short story about the picture.

Reading:

Passage:

- Teacher reads the unit title aloud and asks students if they are familiar with the topic. If yes, teacher has them give ideas. If no, teacher moves ahead.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, vocabulary, and five W's.
- Teacher then points out the new words next to the passage and has students find them in the passage. Teacher asks questions to ensure comprehension.

**Optional Activity**

- 1) The students close their books. The teacher reads the story aloud, stopping two to three times throughout the passage to ask comprehension questions.
- 2) Teacher asks students to rewrite the sentences with new vocabulary words with more familiar words. Creating multiple sentences is OK.
- 3) Teacher asks students to create two questions each about the passage, and then students take turns asking their questions to the class.
- 4) Teacher writes sentences featuring the new words on the board with one spelling error in the key word, then has students find the mistakes and write the corrections.

Page 2)

Unit 01

**Vocabulary Review**

■ Match each word with its meaning.

<ol style="list-style-type: none"> <li>1. wet</li> <li>2. mistake</li> <li>3. breath</li> </ol>	<ul style="list-style-type: none"> <li>• a. a tool used for painting</li> <li>• b. something done wrong</li> <li>• c. having water on or in something</li> </ul>
---	--

**Reading Comprehension**

■ Choose the best answer.

1. What is this story about?
  - a. A famous paint company
  - b. A hardworking farmer
  - c. Two foolish workers
  - d. A mean boss
2. In this story, what were the men trying to paint?
  - a. A hole
  - b. A flagpole
  - c. The floor
  - d. A building
3. What stupid thing did the men do?
  - a. Measure the wrong thing
  - b. Do an easy job a difficult way
  - c. Take too long for a small job
  - d. Paint the pole the wrong color
4. If you "measure" something, you \_\_\_\_\_.
  - a. find the length of it
  - b. look closely at it
  - c. put paint on it
  - d. tell how to do it

**Vocabulary Review:**

*Option 1)*

- Students close their books. Teacher reads the definitions on the right side of the column aloud and asks students which words the definitions are defining.

*Option 2)*

- Students close their books. Teacher reads the words on the left side of the column aloud and asks students to create definitions of the words.

**Optional Activity**

- 1) Teacher assigns the vocabulary review section as an in-class quiz and then has students check the correct answers according to the reading before checking the answers together.
- 2) Teacher asks students to choose six additional words from the passage and create their own vocabulary review quiz.

**Reading Comprehension:**

- Teacher introduces the reading comprehension activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Comprehension Leader" for the activity.
- Teacher has students create their own multiple-choice questions to ask each other.
- Teacher asks students which questions were easy to answer and why, and which questions were difficult to answer and why.

**Summary**

Fill in each blank with the correct word.

flagpole	ground	long	point	smart
----------	--------	------	-------	-------

A boss wanted to find an easy job for two workers to do. The workers were not very  
 1. \_\_\_\_\_ . The boss told the men to 2. \_\_\_\_\_ a flagpole. The two men  
 tried to measure the 3. \_\_\_\_\_. Their boss told them to lay the flagpole on the  
 4. \_\_\_\_\_. The men said, "That will tell us how 5. \_\_\_\_\_ it is but not how  
 high."

**Summary:**

- Teacher reviews the words in the box with the students.
- Teacher writes the words from the box on the board, has students close their books, and asks students to write their own summary of the passage using the words from the board. Teacher selects a few students to read their passages aloud every week.
- Teacher then asks students to complete the summary from the book as an in-class quiz.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

**Closure:**

**Homework:**

- Teacher assigns homework such as writing sentences or stories with new words and/or writing their own passages based on the passage from the book.

**Final Activity Ideas**

- 1) Teacher writes key words from the passage and has students put the words in alphabetical order.
- 2) Teacher asks comprehension questions based on the reading passage, focusing on getting students to answer the questions as quickly as possible.
- 3) Teacher asks students to work to orally summarize the passage in six sentences or less.

## Test Overview

### ***Reading Success Tests:***

Tests should be assigned upon completion of the SB material.

- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

**\*\*Because *Reading Success* covers multiple topics, teacher should ensure that students have a thorough understanding of the units covered through regular oral review and homework activities.**



## *Reading Success 2 Test*

### A. Choose the right word.

1. He has a lot of bad (habits / attempts) that he needs to work on.
2. My favorite actor made an (amazing / appearance) in the movie.
3. The accident was (entirely / happening) my fault. I'm sorry.
4. Her parents were putting a lot of (pressure / control) on her to do well in school.
5. Their dessert was a (committee / mixture) of ice cream and brownies.

### B. What is the odd word? Circle it.

- |     |             |        |         |          |         |
|-----|-------------|--------|---------|----------|---------|
| 6.  | jungle      | habit  | prison  | airport  | museum  |
| 7.  | notebook    | puppy  | gibbon  | ape      | kitten  |
| 8.  | rare        | tide   | sailing | port     | seaside |
| 9.  | spend       | change | bill    | score    | pay for |
| 10. | sales clerk | owner  | pilot   | explorer | diet    |

### C. Fill in the blanks with the correct words. One word is extra.

several	night shift	happened	active	waste
---------	-------------	----------	--------	-------

11. My dad sleeps all day because he works the \_\_\_\_\_.
12. She shared her candy because she had \_\_\_\_\_ pieces of it.
13. The mistake \_\_\_\_\_ because no one was paying attention.
14. My new pet fish isn't very \_\_\_\_\_.

**D. Read and answer.**

Becky has a part-time job. She works at a pet store. She really enjoys her job. When the store is open, she works as a sales clerk. People give her money and she gives them change. When the store closes, she cleans up. She gives the dirty animals a bath. She handles all the animals. She loves the puppies and kittens. However, her favorite animal is very rare. It's a gibbon. Gibbons are a species of ape. She takes special care of it. The gibbon has a special diet. She makes sure it only eats raw fruits. The store also has a huge fish. The fish lives in a big tank in the front of the store. Becky feeds it several times a day. Sometimes Becky gives the sick animals medicine. However, she only does this if the owner isn't there. When he isn't there, Becky is in charge of the store. Becky is writing a term paper about her part-time job.

15. This reading is about \_\_\_\_\_.
- Becky's term paper
  - Becky's favorite animal
  - Becky's part-time job at a pet shop
  - Becky's boss letting her be in charge
16. How does Becky take special care of the gibbon?
- By cleaning the gibbon's cage
  - By feeding it several times a day
  - By making sure it only eats raw fruits
  - By making sure she gives it correct change
17. When is Becky in charge of the pet shop?
- When she is working
  - When the animals are sick
  - When the owner is not there
  - When she needs to write a term paper

## *Reading Success 2 Test Answer Key*

### **Exercise A**

1. habits
2. appearance
3. entirely
4. pressure
5. mixture

### **Exercise B**

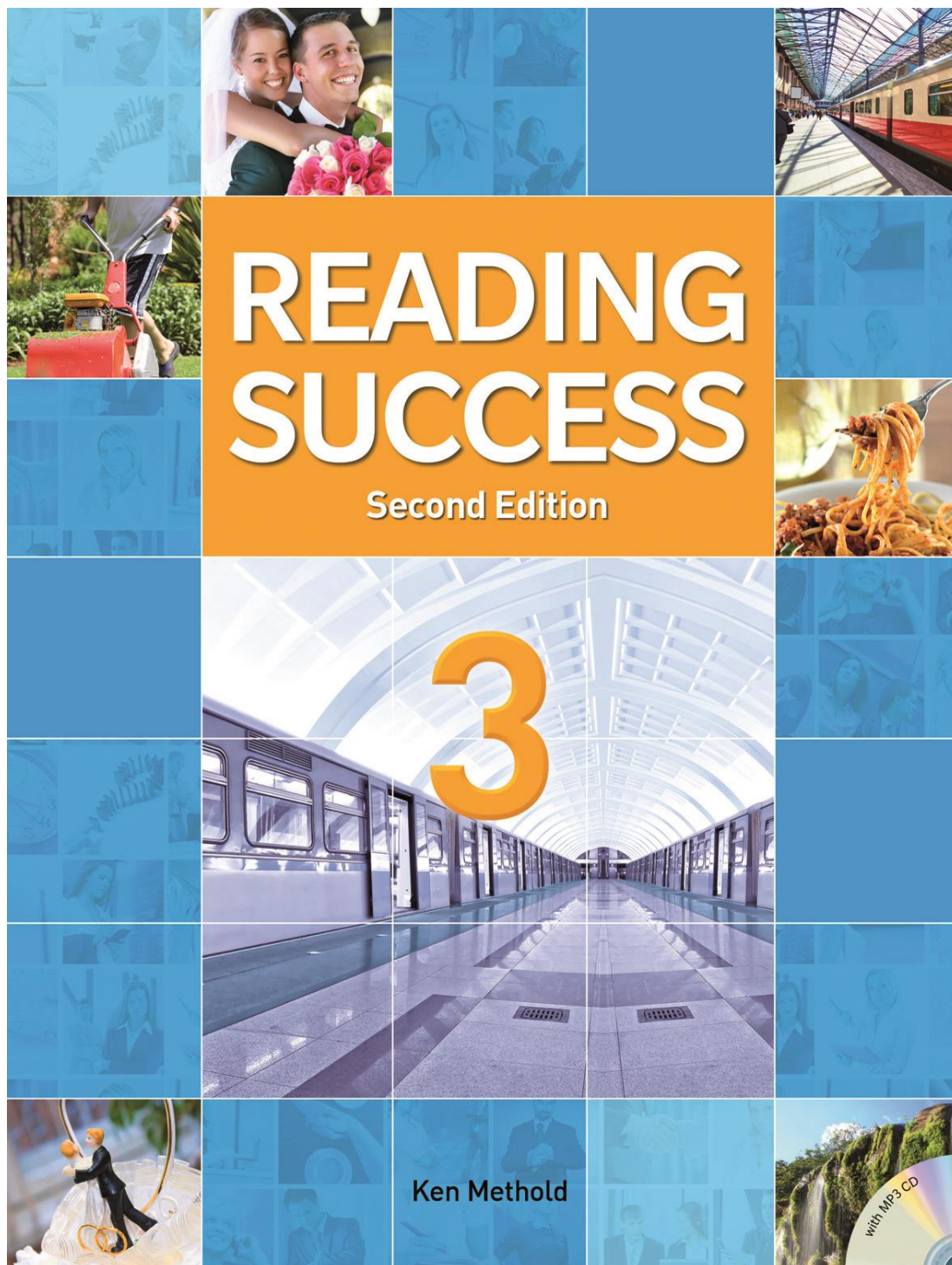
6. habit
7. notebook
8. rare
9. score
10. diet

### **Exercise C**

11. night shift
12. several
13. happened
14. active

### **Exercise D**

15. c
16. c
17. c



**Teacher's Guide**

## Scope and Sequence

### Reading Success 3

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	An Honest Boy	hand, license, return, reward, spend time, valuable
<b>2</b>	The Stolen Bicycle	cheap, fault, padlock, report, steal
<b>3</b>	A Train Journey	catch, hike, mile, pack, ruin
<b>4</b>	The Wright Brothers	attempt, crash, hilly, successful, thorough
<b>5</b>	Parrot Talk	expensive, fall off, perch, pull, rare
<b>6</b>	Cooking a Meal	cookbook, delicious, fry, ground, salted
<b>7</b>	Letter to a Pen Pal	championship, inter-school, private, unfortunately, unpack
<b>8</b>	Sports	competition, developed world, gymnastics, major, profitable
<b>9</b>	Payment in Full	argument, express, fine, inventor, make a face
<b>10</b>	Reading a Street Map	alphabetical, crescent, divide, lance, list, missing, reference, square
<b>11</b>	The Cure	cure, fluid, ordinary, pneumonia, serious
<b>12</b>	Sending Messages	burst, interrupt, polish, puff, spell out
<b>13</b>	The Circus	acrobat, clown, huge, lion tamer, ring, swing
<b>14</b>	Horse Medicine	blow, examine, plow, shoot, vet
<b>15</b>	Planning a Visit	convenient, entire, explore, recommend, suburb
<b>16</b>	Rules of a Card Game	deal, dealer, hand, run, suit
<b>17</b>	The Wedding	bridal, bridegroom, bridesmaid, get marries, make a speech, relative
<b>18</b>	Scrabble™	double, rack, triple, value, worth
<b>19</b>	Student Prize Winners	keep track, national, respected, senior
<b>20</b>	New Kinds of Crime	assume, fall for, fraud, identify, transfer, violent
<b>21</b>	Memory	briefcase, disappear, either, passenger, remember, take one's time, ticket collector
<b>22</b>	An Email Message	Easter, foreign, freeze, homemade, lake
<b>23</b>	Smart	charge, demand, medicine, new, on duty, rudeness
<b>24</b>	Pirates	cross-bones, fight off, ransom, widespread
<b>25</b>	Reply to an Email Message	calligraphy, save up, spare time, take hours
<b>26</b>	Students' Expenses	compare, decrease, increase
<b>27</b>	A Budget	borrow, expense, second-hand
<b>28</b>	Weapons of War	branch, defeat, on horseback, planet, sharpen, trap
<b>29</b>	Cheap Parking	happen, interest, loan, overseas, repay
<b>30</b>	Lost Underground	ahead of, climb, distance, flow, riverbank, turn back, underground

<b>31</b>	Acting the Part	act, acting, audience, believe in, by heart, play
<b>32</b>	The First Artists	clay, damaged, extinct, prefer, shelter, the general public, woolly mammoth, work of art
<b>33</b>	The Bed	afraid, fall asleep, go on, leg (of furniture)
<b>34</b>	A Narrow Escape	cliff, come up to, drown, take a breath, take off
<b>35</b>	Please Help!	disease, donate, fund, generous, grow, take a collection
<b>36</b>	Slavery	bonded, capture, debt, force, illegal, mine
<b>37</b>	Slavery	certificate, examination, land, refuse, roughly
<b>38</b>	Sports Day	compete, gymnasium, refreshment, stadium, volunteer
<b>39</b>	Winning	beat, catch up, fraction, knock down, manage
<b>40</b>	Homes	shack, shortage, temporary, trailer



Suggested Lesson Plan

Reading Success 3

Introduction:

- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically to present homework aloud.

Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

- Teacher writes the day's reading passage title on the board and asks students to write all the words they can think of that are related to the title. Teacher asks students to call out their words and all new words are written on the board. Teacher asks students who contributed difficult words to explain the meaning for other students.

Option 2)

- Teacher shows students the main unit picture (with the reading passage and vocabulary sections covered) and asks students to work in pairs to create a seven to eight sentence short story about the picture.

Reading:

Passage:

- Teacher reads the unit title aloud and asks students if they are familiar with the topic. If yes, Teacher has them give ideas. If no, Teacher moves ahead.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate the main idea, details, vocabulary, and the five W's.
- Teacher then points out the new words next to the passage and has students find them in the passage. Teacher asks questions to ensure comprehension.

**Optional Activity**

- 1) The students close their books. The teacher reads the story aloud, stopping two to three times throughout the passage to ask comprehension questions.
- 2) Teacher asks students to rewrite the sentences with new vocabulary words with more familiar words. Creating multiple sentences is OK.
- 3) Teacher asks students to create two questions each about the passage, and then students take turns asking their questions to the class.
- 4) Teacher writes sentences featuring the new words on the board with one spelling error in the key word, then has students find the mistakes and write the corrections.

Page 2)

UNIT 01

**Vocabulary Review**

■ Match each word with its meaning.

1. valuable •	• a. small money, such as bills or coins
2. change •	• b. something received for doing a good thing
3. reward •	• c. worth a lot

**Reading Comprehension**

■ Choose the best answer.

1. Why did the boy smile at the end of the story?
  - a. He had changed the bills in the purse.
  - b. He kept some of the money.
  - c. He wanted to look honest.
  - d. He thought the woman was funny.
2. How did the boy know the owner of the purse?
  - a. He saw her drop the purse.
  - b. Someone told him the name of the woman.
  - c. He took the purse from her.
  - d. Something in the purse had her name on it.
3. After the boy returned the purse to the first woman, he felt \_\_\_\_\_.
  - a. proud
  - b. excited
  - c. disappointed
  - d. confused
4. The boy "handed" the purse to the woman. This means he \_\_\_\_\_ it to her.
  - a. dropped
  - b. gave
  - c. threw
  - d. took

**Vocabulary Review:**

*Option 1)*

- Students close their books. Teacher reads the definitions on the right side of the column aloud and asks students which words the definitions are defining.

*Option 2)*

- Students close their books. Teacher reads the words on the left side of the column aloud and asks students to create definitions of the words.

**Optional Activity**

- 1) Teacher assigns the vocabulary review section as an in-class quiz and then has students check the correct answers according to the reading before checking the answers together.
- 2) Teacher asks students to choose seven additional words from the passage and create their own vocabulary review quiz.

**Reading Comprehension:**

- Teacher introduces the reading comprehension activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Comprehension Leader" for the activity.
- Teacher has students create their own multiple-choice questions to ask each other.
- Teacher asks students which questions were easy to answer and why, and which questions were difficult to answer and why.

**Summary**

Fill in each blank with the correct word.

returned	reward	changed	another	owner
----------	--------	---------	---------	-------

A boy found a purse and \_\_\_\_\_ it to the owner. The owner said she wanted to give him a(n) \_\_\_\_\_, but she did not have any small bills. The boy found \_\_\_\_\_ purse. It only had large bills in it. He \_\_\_\_\_ the \$20 bill into smaller bills so the \_\_\_\_\_ could give him a reward.

**Summary:**

- Teacher reviews the words in the box with the students.
- Teacher writes the words from the box on the board, has students close their books, and asks students to write their own summary of the passage using the words from the board. Teacher selects a few students to read their passages aloud every week.
- Teacher then asks students to complete the summary from the book as an in-class quiz.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

**Closure:**

**Homework:**

- Teacher assigns homework such as writing sentences or stories with new words and/or writing their own passages based on the passage from the book.

**Final Activity Ideas**

- 1) Teacher asks comprehension questions based on the reading passage, focusing on getting students to answer the questions as quickly as possible.
- 2) Teacher asks students to work to orally summarize the passage in six sentences or less.

## Test Overview

### ***Reading Success Tests:***

Tests should be assigned upon completion of the SB material.

- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

\*\*Because ***Reading Success*** covers multiple topics, teacher should ensure that students have a thorough understanding of the units covered through regular oral review and homework activities.

### Reading Success 3 Test

**A. Write the correct word below each picture. One word is extra.**

cliff	padlock	trailer	increase	deal	argument
-------	---------	---------	----------	------	----------

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

**B. Match the word with its definition.**

6. double

a. something to eat or drink during a break or an event

7. crescent

b. complete

8. thorough

c. twice as much

9. save up

d. a road built in a curved shape

10. refreshment

e. to put money aside for a special purpose

**C. Fill in the blanks with the correct words. One word is extra.**

certificate	shelter	remember	entire	steal
-------------	---------	----------	--------	-------

11. Her dog ate the \_\_\_\_\_ bowl of food.

12. It's raining outside. We should find some \_\_\_\_\_.

13. No one in my class would ever \_\_\_\_\_.

14. I cannot \_\_\_\_\_ my friend's phone number.

**D. Read and answer.**

"It is really valuable," Lisa said. She was talking about a ship's cargo. Pirates had stolen it. Lisa was reading about it in the newspaper. The cargo was unusual. It was a cookbook.

"Yes, I heard about that," her sister said. The cookbook was special. It had a recipe for chocolate cake in it. It was the best chocolate cake in the world.

"The paper says no one else remembers how to make it," Lisa said. This made the recipe worth a lot. Anyone who knew it could open their own bakery. The bakery would be very profitable.

"It says the pirates are asking for a ransom," Lisa said. "They want a work of art from the museum," Lisa said.

"What do they want with that?" her sister asked.

"I guess they like paintings," Lisa said.

"They shouldn't give it to the pirates," her sister said. "What they did was illegal," she said.

"I agree," Lisa said. "I hope they capture those pirates."

15. This reading is about \_\_\_\_\_.

- a. a chocolate cake
- b. a good business idea
- c. a recipe stolen by pirates
- d. a work of art at the museum

16. Why is the recipe special?

- a. Lisa is allergic to this recipe.
- b. It was being transported on a ship.
- c. Pirates liked it more than treasure.
- d. It's for the best chocolate cake in the world.

17. What ransom did the pirates ask for?

- a. They want a bakery
- b. They want a newspaper
- c. They want a work of art
- d. They want a profitable business

## *Reading Success 3 Test Answer Key*

### **Exercise A**

1. trailer
2. deal
3. padlock
4. cliff
5. argument

### **Exercise B**

6. c
7. d
8. b
9. e
10. a

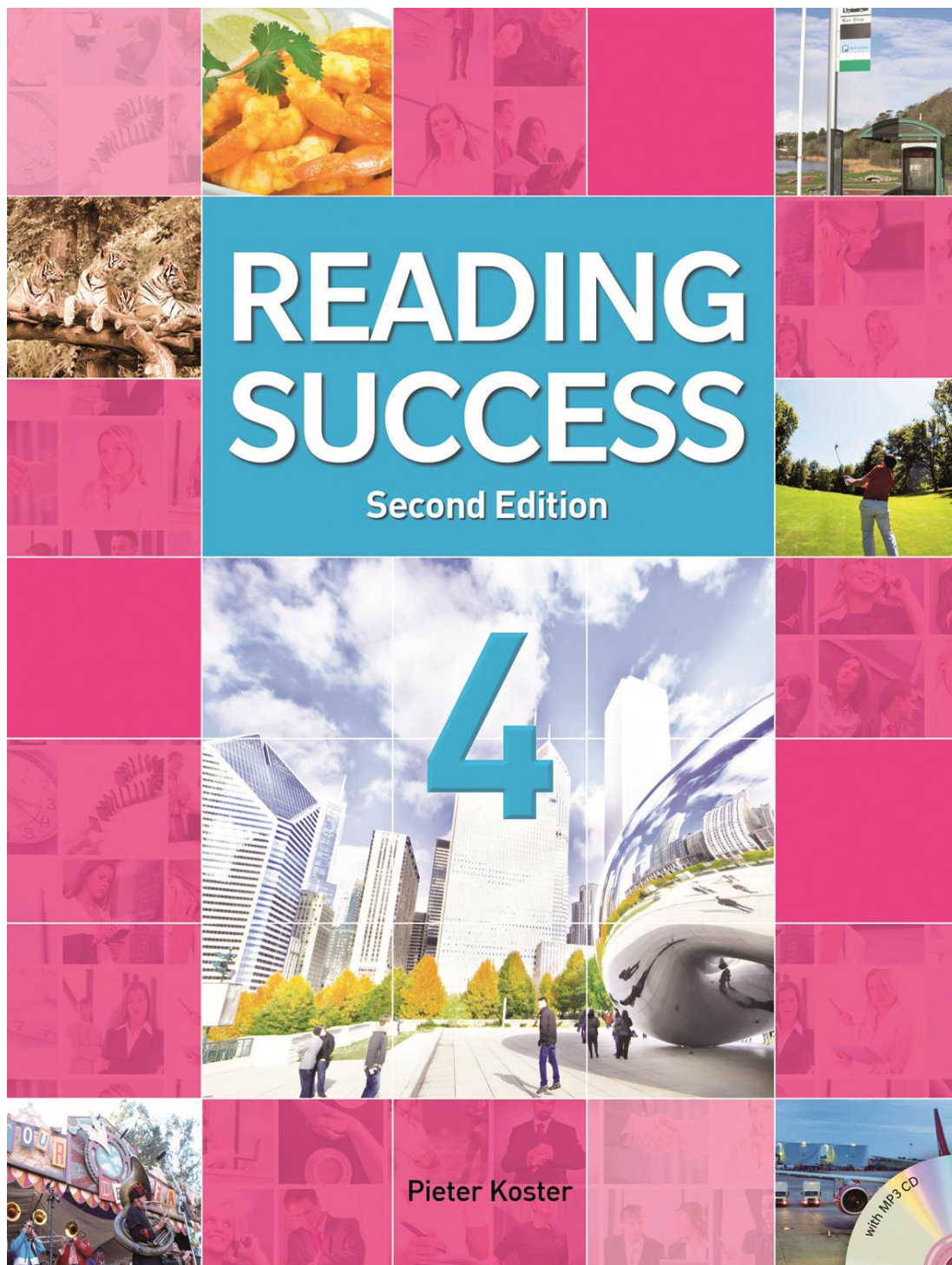
### **Exercise C**

11. entire
12. shelter
13. steal
14. remember

### **Exercise D**

15. c
16. d
17. c





Teacher's Guide

## Scope and Sequence

### Reading Success 4

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	A Lazy Man	accident, apply, dig, raise, sore
<b>2</b>	My New Baby Brother	diaper, helpless, make one's bed, sit up
<b>3</b>	Pass the Salt, Please	horrified, neatly, salt shaker, take notice
<b>4</b>	Lions	capture, prey, stalk, tear, territory
<b>5</b>	A Night at the Theater	interfere, memorize, plumber, sink, sound effect
<b>6</b>	The New Neighbor	lend, ruin, run out, settle in, wave
<b>7</b>	At the Bus Stop	advise, appreciate, desired, refer to
<b>8</b>	Mozart	attract, compose, concerto, mass, sonata
<b>9</b>	A Cruel Comment	cheer, fortunately, hope, improve, quite a few of
<b>10</b>	Moving	fit, get damaged, make good use of, pack
<b>11</b>	Can You Hear Me?	deaf, hearing aid, prepare, right behind
<b>12</b>	The Sun	equator, explosion, reflect, satellite, telescope
<b>13</b>	Christmas in Australia	aquarium, beard, celebrate, grown-up, relative
<b>14</b>	Online Chatting	beats me, CU, take your pick, thnx
<b>15</b>	An Aggressive Woman	aggressive, get annoyed, impressed, on time, speak one's mind, timid
<b>16</b>	Endangered Animals	endangered, extinct, in danger, pollute, raise awareness, species
<b>17</b>	A Kind Grandmother	hutch, saw, wheel, wheelbarrow,
<b>18</b>	How to Get to the Airport	depart, hotline, luggage, ticket window, vending machine
<b>19</b>	A Stupid Thief	arrest, fingerprint, get caught, price tag
<b>20</b>	Making a Movie	cinema chain, satisfied, screenplay, synopsis
<b>21</b>	Staying at a Friend's House	bait, frightened, overnight, splash, stick
<b>22</b>	The Box Hill Tennis Club	ambassador, charity, era, generosity, give a big hand, regard
<b>23</b>	A Time Sheet	contract, doctor's notice public, holiday, submit, miss
<b>24</b>	Marco Polo	contradict, hold a position, imagination, import, take over
<b>25</b>	A Tall Story	be about to, bounce, get stuck, land, shot
<b>26</b>	Judith's Email	attraction, disorder, fortunate, get a job, insurance company
<b>27</b>	The Worst Memory in the World	boast, hang up, remind
<b>28</b>	The Great Pyramid of Giza	barge, burial chamber, quarry, ramp, wrap
<b>29</b>	The Wrong Thing to Do	all sorts of, do something wrong, principal, share
<b>30</b>	Sarah's Email	fall off, for a while, spare room, window cleaner
<b>31</b>	A Very Patient Family	concerned, confident, discuss, in a hurry, patient

<b>32</b>	The Space Race	atmosphere, concentrate, launch, leap, orbit
<b>33</b>	A Letter from Sydney	prawn, recipe, snatch, tear, throw away
<b>34</b>	How to Make Prawn Curry	fry, ground, marinade, smoke, spice
<b>35</b>	Review: Uncle Henry's Vacation Video	iceberg, insist on, recommend, seal, trip over
<b>36</b>	Rubber Boy	contortionist, cram, dislocate, flexibility
<b>37</b>	The Accident	clear, get through, scratch, tow truck
<b>38</b>	Classified Advertisements	delivery, hood, solid, stool, tuning
<b>39</b>	Car Hits School Bus	collapse, immediately, injury, recover, traffic jam
<b>40</b>	Easter Island	argue, die out, expert, inhabited, use up

**Suggested Lesson Plan**

**Reading Success 4**

**Introduction:**

- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically to present homework aloud.

**Review:**

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

**Pre-Reading:**

Page 1)

**UNIT 01**

**A Lazy Man**

John was lazy. He didn't want to work. He preferred to stay at home and watch television.

One day, John's wife went to the supermarket. She saw a "help wanted" sign in the supermarket window. The supermarket needed someone to put things on the shelves. She spoke to the manager. She told him that her husband didn't have a job, but he was very strong. She told him that John would come to talk to him about the job.

When she got home, she told her husband about the job. John was watching television while she was talking to him. His wife was angry. She turned off the television. She ordered him to go to the supermarket to apply for the job. John didn't want his wife to be angry, so he went.

On the way to the supermarket, John thought what would happen if the manager offered him a job. He wouldn't be able to stay home and watch television. He would have to go to the supermarket every day and put things on the shelves.

Then he had an idea. He decided to tell the manager that he had a sore shoulder so that he could not raise his arm above his head. He was sure the manager wouldn't give him the job.

When he arrived at the supermarket, he told the manager that he needed a job.

"Are you strong?" the manager asked.

John explained that he couldn't raise his arm above his head. John told him that he had an accident at home while digging in the garden.

"How high can you raise your arm?" the manager asked.

John lifted his arm a little. "Only this high," he said.

"And how high could you raise it before the accident?" asked the manager.

"This high," said John. And he lifted his arm above his head.

**Vocabulary List:** apply, raise, accident, dig, sore, high

**Reading:**

**Warm-Up:**

*Option 1)*

- Teacher writes the day's reading passage title on the board and asks students to write all the words they can think of that are related to the title. Teacher asks students to call out their words and all new words are written on the board. Teacher asks students who contributed difficult words to explain the meaning for other students.

*Option 2)*

- Teacher shows students the main unit picture (with the reading passage and vocabulary sections covered) and asks students to work in pairs to create an eight to nine sentence short story about the picture.

**Passage:**

- Teacher reads the unit title aloud and asks students if they are familiar with the topic. If yes, teacher has them give ideas. If no, teacher moves ahead.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, vocabulary, and the five W's.
- Teacher then points out the new words next to the passage and has students find them in the passage. Teacher asks questions to ensure comprehension.

**Optional Activity**

- 1) The students close their books. The teacher reads the story aloud, stopping two to three times throughout the passage to ask comprehension questions.
- 2) Teacher asks students to rewrite the sentences with new vocabulary words with more familiar words. Creating multiple sentences is OK.
- 3) Teacher asks students to create two questions each about the passage and then students take turns asking their questions to the class.
- 4) Teacher writes sentences featuring the new words on the board with one spelling error in the key word, having students find the mistakes and write the corrections.

Page 2)

**UNIT 01**

**Vocabulary Review**

■ Match each word with its meaning.

1. accident	•	a. to command
2. sore	•	b. an event when a person gets hurt
3. order	•	c. painful

**Reading Comprehension**

■ Choose the best answer.

1. What is funny about this story?
 

a. The manager hires John.	b. John's wife gets a job.
c. John is too busy.	d. John is caught lying.
2. How did John feel about getting a job?
 

a. It would be interesting.	b. It would take up his free time.
c. It would make him happy.	d. It would hurt his arm.
3. John said he hurt his arm \_\_\_\_\_.
 

a. cooking dinner	b. mowing the yard
c. picking fruit	d. working outside
4. John said he could not "lift" his arm. It means he could not \_\_\_\_\_.
 

a. bend	b. move
c. raise	d. turn

**Vocabulary Review:**

*Option 1)*

- Students close their books. Teacher reads the definitions on the right side of the column aloud and asks students which words the definitions are defining.

*Option 2)*

- Students close their books. Teacher reads the words on the left side of the column aloud and asks students to create definitions of the words.

**Optional Activity**

- 1) Teacher assigns the vocabulary review section as an in-class quiz and then has students check the correct answers according to the reading before checking the answers together.
- 2) Teacher asks students to choose seven additional words from the passage and create their own vocabulary review quiz.

**Reading Comprehension:**

- Teacher introduces the reading comprehension activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Comprehension Leader" for the activity.
- Teacher has students create their own multiple-choice questions to ask each other.
- Teacher asks students which questions were easy to answer and why, and which questions were difficult to answer and why.

**Summary**

■ Fill in each blank with the correct word.

apply	lazy	manager	raise	shoulder
-------	------	---------	-------	----------

John didn't have a job because he was 1 \_\_\_\_\_ and didn't want to work. His wife made him 2 \_\_\_\_\_ for a job at the supermarket. John didn't want to work, so he acted like he had a sore 3 \_\_\_\_\_. He said he couldn't raise his arm. The 4 \_\_\_\_\_ was too clever. He asked John how high he could 5 \_\_\_\_\_ his arm before it was sore, so John showed him.

**Summary:**

- Teacher reviews the words in the box with the students.
- Teacher writes the words from the box on the board, has students close their books, and asks students to write their own summary of the passage using the words from the board. Teacher selects a few students to read their passages aloud every week.
- Teacher then asks students to complete the summary from the book as an in-class quiz.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

**Closure:**

**Homework:**

- Teacher assigns homework such as writing sentences or stories with new words and/or writing their own passages based on the passage from the book.

**Final Activity Ideas**

- 1) Teacher asks comprehension questions based on the reading passage, focusing on getting students to answer the questions as quickly as possible.
- 2) Teacher asks students to work to orally summarize the passage in six sentences or less.

## Test Overview

### ***Reading Success Tests:***

Tests should be assigned upon completion of the SB material.

- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

\*\*Because ***Reading Success*** covers multiple topics, teacher should ensure that students have a thorough understanding of the units covered through regular oral review and homework activities.



### Reading Success 4 Test

#### A. Choose the right word.

1. She was (satisfied / arrested) for crossing the street illegally.
2. They really (appreciated / reflected) getting the day off from school.
3. The note on my desk (reminded / celebrated) me to take my schoolbook home.
4. He is still (recovering / injury) from his accident.
5. The factory by the river (applies / pollutes) the air and water.

#### B. What is the odd word? Circle it.

- |            |           |         |            |            |
|------------|-----------|---------|------------|------------|
| 6. salt    | spice     | attract | cook       | oven       |
| 7. injury  | dislocate | diaper  | sore       | tear       |
| 8. argue   | recommend | discuss | contradict | territory  |
| 9. fit     | cram      | pack    | neatly     | sonata     |
| 10. expert | plumber   | ruin    | principal  | ambassador |

#### C. Fill in the blanks with the correct words. One word is extra.

cheer	contract	landed	interfering	advised
-------	----------	--------	-------------	---------

11. He kicked the ball and it \_\_\_\_\_ on the roof.
12. Her little brother kept \_\_\_\_\_ with her science project.
13. Her mother \_\_\_\_\_ her to focus more on her math class.
14. The owner signed a new \_\_\_\_\_ with the bank.

**D. Read and answer.**

We had a food expert come to our cooking class at school last week. I had memorized a recipe for frying prawns and was going to do that. However, she gave me some advice and said I should marinate them. She also recommended that I use a lot of spices. I did not argue and took her suggestions. I saw some spices on the shelf right behind me. The expert told me to take my pick of any of them. I spent a few moments picking some and preparing the prawns. I then put them in the oven and waited. I really hoped they would be good. After a few minutes, I got them out of the oven. They were very hot and I had to let them sit and cool for a while. Once they had cooled, I tried one. They still needed a little salt. I got the salt shaker and put some on. They were now perfect. It was an explosion of flavor. Everyone seemed to love them. In fact, even the expert said I made good use of the spices.

15. This reading is about \_\_\_\_\_.
- becoming a food expert
  - cooking a really good dish
  - what spices to use on prawns
  - why everyone loved the prawns
16. Where were the spices?
- On the table
  - In a salt shaker
  - With the expert
  - Behind the student
17. What was the last thing the student did before serving the prawns?
- Put salt on them
  - Put spices on them
  - Let them cool down
  - Got them out of the oven

## *Reading Success 4 Test Answer Key*

### **Exercise A**

1. arrested
2. appreciated
3. reminded
4. recovering
5. pollutes

### **Exercise B**

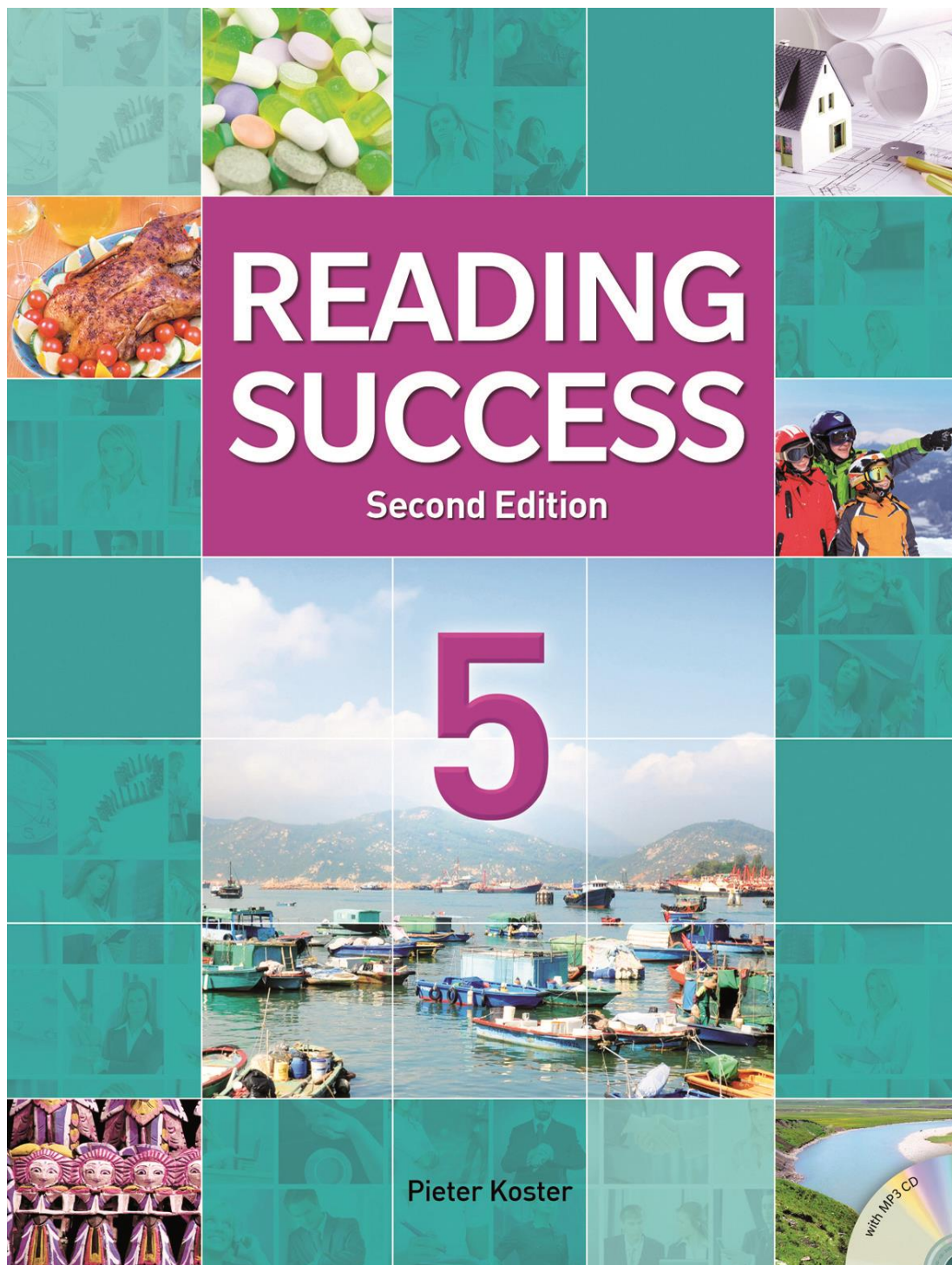
6. attract
7. diaper
8. territory
9. sonata
10. ruin

### **Exercise C**

11. landed
12. interfering
13. advised
14. contract

### **Exercise D**

15. b
16. d
17. a



**Teacher's Guide**

## Scope and Sequence

### Reading Success 5

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	Smart Tablets	disappointed, dumb, score, start to work
<b>2</b>	Fishing	bait, gear, have a crush on, jerk, pack up, reel in, wharf
<b>3</b>	Who's Calling, Please?	advertisement, autographed, favorite, grow up, souvenir
<b>4</b>	Charlie Chaplin	attractive, challenge, film critic, occasional, talking movie, traveling show
<b>5</b>	Some Helpful Advice	afraid, be patient, encourage, ignore, respect
<b>6</b>	Saving Money	fare, figure out, impatient, panting, sidewalk
<b>7</b>	Meeting for a School Trip	agenda, apply, approximately, confirm, exposure, precaution
<b>8</b>	Giant Pandas	diplomacy, endangered, hibernate, permanent, roam
<b>9</b>	A Picky Husband	get annoyed, keep on, make a face, picky, terrible
<b>10</b>	Fires	burned down, bush fire, put out, suburbs, threatened
<b>11</b>	Gray Hair	naughty, rush off, seldom, sneak outside, tease
<b>12</b>	The Taj Mahal	bank, chisel out, fall into disrepair, inlay, inscription, mausoleum, scaffolding
<b>13</b>	New Shoes	allowance, discount, have one's heart set on, laugh at, pair
<b>14</b>	Watering the Garden	bare, be away, bloom, go to waste, help out, ripe
<b>15</b>	Team Brazil	cut through, defense, inconsistent, opponent, spectacular
<b>16</b>	Florence Nightingale	determined, improper, observation, sensitive, well-to-do
<b>17</b>	Going North	ask for a ride, get it, hitchhike, hold up, wonder
<b>18</b>	Smithville High School Goes to Indonesia	accompany, board, custom, elective, firsthand
<b>19</b>	Review of <i>Casablanca</i>	film studio, former, selfish, set in, worth seeing
<b>20</b>	Iceland	plateau, reinforced, set, spout, trap, uninhabitable

<b>21</b>	The New Job	bossy, criticize, fair, give permission, take a job
<b>22</b>	Email from Indonesia	ammunition, crowded, dare someone, plantation, practical
<b>23</b>	Lost and Found	bother, misplace, recall
<b>24</b>	Water	condense, evaporate, fatal, hail, reservoir, soak
<b>25</b>	The Queen's Birthday	celebrate, except, rather, treat
<b>26</b>	Formula One Hero	appeal to, enthusiasm, on the edge of one's seat, remarkable, star, stunt, wait a while
<b>27</b>	Email to Indonesia	ammunition, bottles, sealed, sort, traveler's check, watch out for
<b>28</b>	The Ming Dynasty	conspiracy, drive out, inferior, invader, orderly, overthrow, porcelain, revolt
<b>29</b>	Bad Spelling	bend, outdo, run a race, tapping
<b>30</b>	Real Estate for Sale	built-in, eager, property, renovate, spacious
<b>31</b>	A Bad Day	catch up on, go wrong, good for me, in trouble, limp, reach into, step on
<b>32</b>	Nuclear Weapons	collapse, demonstration, deter, detonate, disarmament, elimination, retaliation
<b>33</b>	The Winter Olympics	cross the line, fall down, fall over, national anthem, organizer, slalom
<b>34</b>	More Helpful Advice	adjust, boast, compete with, deal with, get someone back
<b>35</b>	The Turtle and the Ice Cream	beg, cheer someone up, fetch, immediately, teach tricks
<b>36</b>	The Amazing Surfer	a flash of, dangle, leash, operate, remainder, rip off, stump
<b>37</b>	The Broken Car	get used to, keep up with, race up, run over, squash, steer
<b>38</b>	The Nervous Taxi Driver	fist, lean forward, pedestrian, sidewalk, suddenly
<b>39</b>	The Broken Mower	ashamed, mower, punish, mower
<b>40</b>	Wimbledon	designated, figure, random, reigning champion

**Suggested Lesson Plan**

**Reading Success 5**

**Introduction:**

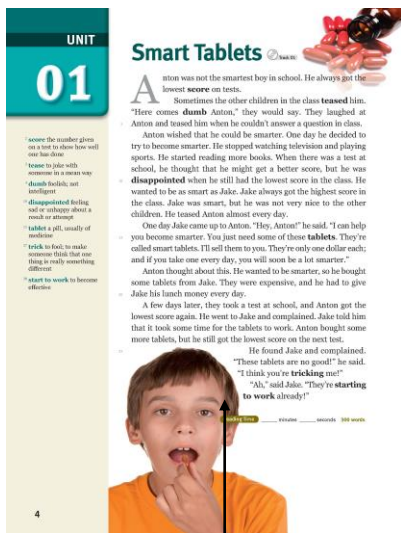
- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically to present homework aloud.

**Review:**

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

**Pre-Reading:**

Page 1)



**Warm-Up:**

*Option 1)*

- Teacher writes the day's reading passage title on the board and asks students to write all the words they can think of that are related to the title. Teacher asks students to call out their words and all new words are written on the board. Teacher asks students who contributed difficult words to explain the meaning for other students.

*Option 2)*

- Teacher shows students the main unit picture (with the reading passage and vocabulary sections covered) and asks students to work in pairs to create a nine to ten sentence short story about the picture.

**Reading:**

**Passage:**

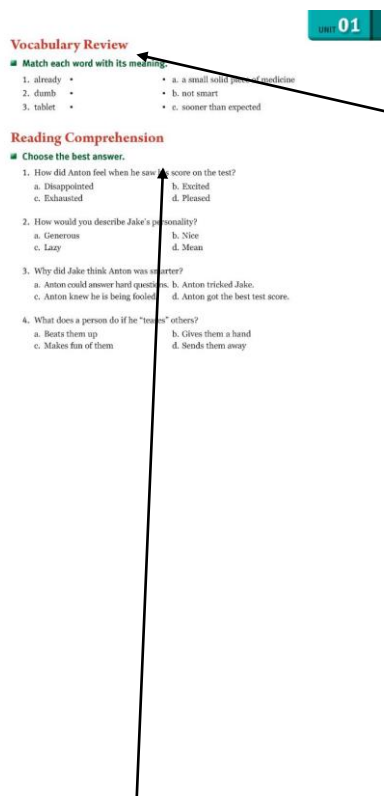
- Teacher reads the unit title aloud and asks students if they are familiar with the topic. If yes, teacher has them give ideas. If no, teacher moves ahead.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate the main idea, details, vocabulary, and five W's.
- Teacher then points out the new words next to the passage and has students find them in the passage. Teacher asks questions to ensure comprehension.



**Optional Activity**

- 1) The students close their books. The teacher reads the story aloud, stopping two to three times throughout the passage to ask comprehension questions.
- 2) Teacher asks students to rewrite the sentences with new vocabulary words with more familiar words. Creating multiple sentences is OK.
- 3) Teacher asks students to create two questions each about the passage, and then students take turns asking their questions to the class.
- 4) Teacher writes sentences featuring the new words on the board with one spelling error in the key word, and then has students find the mistakes and write the corrections.

Page 2)



**Vocabulary Review:**

*Option 1)*

- Students close their books. Teacher reads the definitions on the right side of the column aloud and asks students which words the definitions are defining.

*Option 2)*

- Students close their books. Teacher reads the words on the left side of the column aloud and asks students to create definitions of the words.

**Optional Activity**

- 1) Teacher assigns the vocabulary review section as an in-class quiz and then has students check the correct answers according to the reading before checking the answers together.
- 2) Teacher asks students to choose seven additional words from the passage and create their own vocabulary review quiz.

**Reading Comprehension:**

- Teacher introduces the reading comprehension activity by having students close their books and first asking the questions orally with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Comprehension Leader" for the activity.
- Teacher has students create their own multiple-choice questions to ask each other.
- Teacher asks students which questions were easy to answer and why, and which questions were difficult to answer and why.

**Summary**

■ Fill in each blank with the correct word.

complained	smart	tablets	told	trick
------------	-------	---------	------	-------

Anton and Jake were in the same class at school. Jake was very \_\_\_\_\_, but Anton was not. Jake decided to \_\_\_\_\_ Anton. He sold Anton some "smart \_\_\_\_\_" for one dollar each. But Anton still got low scores on his tests, and he \_\_\_\_\_ to Jake. Anton said Jake was tricking him. Jake \_\_\_\_\_ him that the tablets were working.

**Summary:**

- Teacher reviews the words in the box with the students.
- Teacher writes the words from the box on the board, has students close their books, and asks students to write their own summary of the passage using the words from the board. Teacher selects a few students to read their passages aloud every week.
- Teacher then asks students to complete the summary from the book as an in-class quiz.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

**Closure:**

**Homework:**

- Teacher assigns homework such as writing sentences or stories with new words and/or writing their own passages based on the passage from the book.

**Final Activity Ideas**

- 1) Teacher asks comprehension questions based on the reading passage, focusing on getting students to answer the questions as quickly as possible.
- 2) Teacher asks students to work to orally summarize the passage in six sentences or less.

## Test Overview

### ***Reading Success Tests:***

Tests should be assigned upon completion of the SB material.

- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

**\*\*Because *Reading Success* covers multiple topics, teacher should ensure that students have a thorough understanding of the units covered through regular oral review and homework activities.**

### Reading Success 5 Test

**A. Write the correct word below each picture. One word is extra.**

bottle	chisel out	sidewalk	crowded	soak	leash
--------	------------	----------	---------	------	-------

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



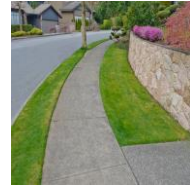
\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

**B. Match the word with its definition.**

6. treat

a. to walk lightly on an injured foot

7. bossy

b. a special food someone likes

8. ignore

c. always telling someone what to do

9. limp

d. to buy something for less than it normally costs

10. discount

e. to not pay attention to something or someone

**C. Fill in the blanks with the correct words. One word is extra.**

misplaced	steer	autographed	opponents	confirmed
-----------	-------	-------------	-----------	-----------

11. Their \_\_\_\_\_ were bigger and faster than them.

12. The soccer player \_\_\_\_\_ the boy's ball.

13. Mr. Jones \_\_\_\_\_ I was right by nodding his head.

14. She was late to work because she had \_\_\_\_\_ her car keys.

**D. Read and answer.**

Susan had lost the debate championship last year. She lost to the reigning champ. She was ashamed of her performance. She wanted to make sure it did not happen this year. She was determined to figure out a way to beat her. Suddenly, it came to her! She rushed off to join the acting club. She was going to learn how to act. She'd learn how to make serious faces and use her voice better. These skills would allow her to compete better. She would be able to squash her opponent. After getting some acting lessons, Susan was ready to debate. The topic was diplomacy. Susan had to defend a position. She did a spectacular job. She held everyone's attention, thanks to her acting class. She earned the respect of her opponent. She also won the competition. Everyone wanted to know how she had improved so much. However, Susan was silent. She wouldn't tell anyone. She just packed up her stuff and left the room.

15. This reading is about \_\_\_\_\_.
- how much fun acting club is
  - why it's important to join clubs
  - how Susan was able to win at debate
  - why some people should act instead of debate
16. How did Susan prepare for the debate?
- She practiced with her opponent.
  - She made strange faces.
  - She took acting lessons.
  - She squashed her opponent.
17. What was the topic of the debate?
- Acting
  - Defense
  - Attention
  - Diplomacy

## *Reading Success 5 Test Answer Key*

### **Exercise A**

1. crowded
2. chisel out
3. soak
4. bottle
5. sidewalk

### **Exercise B**

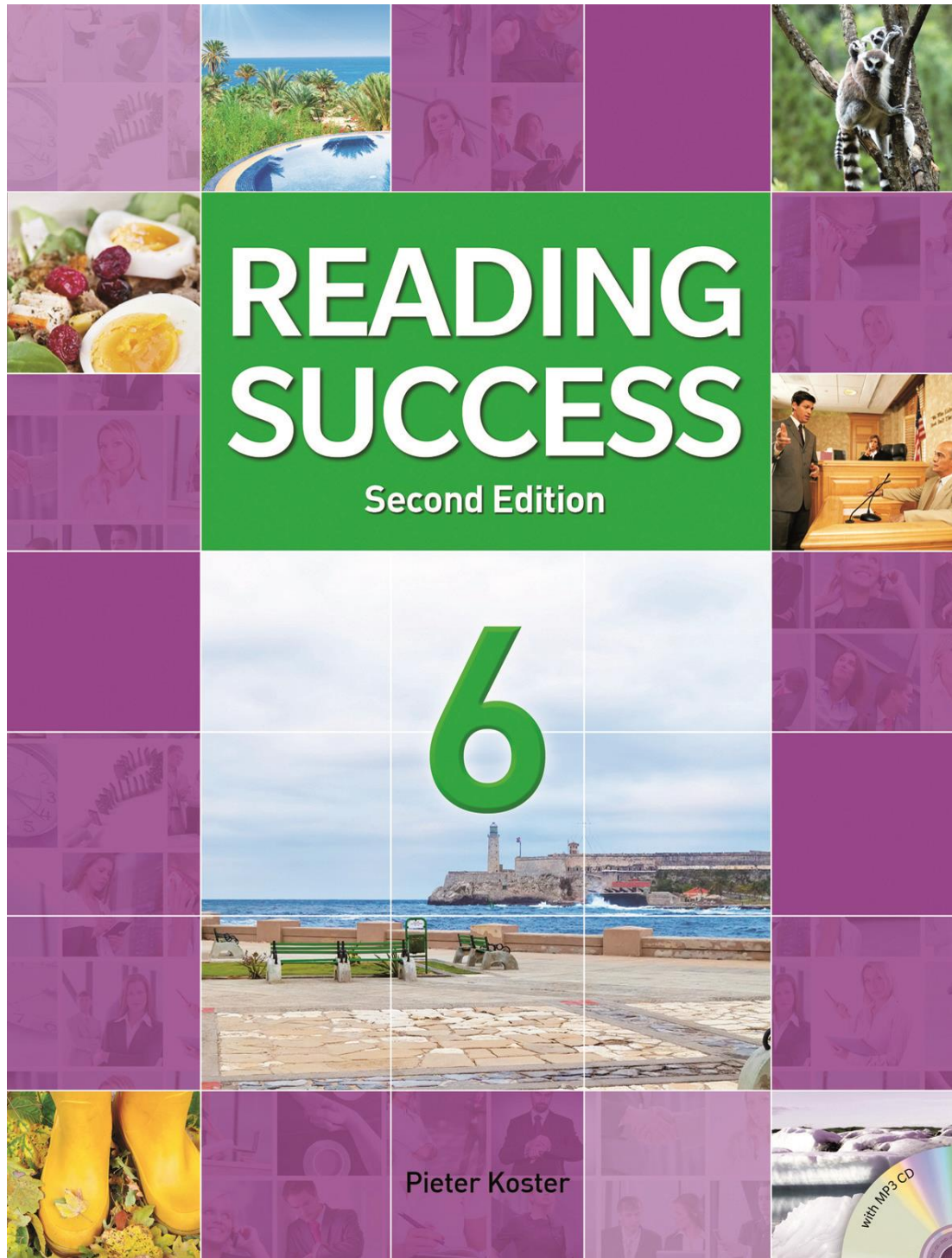
6. b
7. c
8. e
9. a
10. d

### **Exercise C**

11. opponents
12. autographed
13. confirmed
14. misplaced

### **Exercise D**

15. c
16. c
17. d



Teacher's Guide



## Scope and Sequence

### Reading Success 6

<b>Unit</b>	<b>Title</b>	<b>Vocabulary</b>
<b>1</b>	A Bad Driver	get hurt, reckless, slow down, terrified, tip over
<b>2</b>	My Dream Job	career, lawyer, professional, publish, stop by, superstar, survey, veterinarian
<b>3</b>	Nails in the Door	disobedient, embarrassed, make a difference, obedient, pound, well-behaved
<b>4</b>	Thomas Edison	dim, lose one's hearing, patent, perspiration, stock exchange, transmit
<b>5</b>	Cindy's Birthday	figure, interview, old and gray, wonder
<b>6</b>	Two Easy Recipes -	coat, drain, finger bowl, scrub, shred, sprinkle, thoroughly
<b>7</b>	Late Again	annoy, attention, especially, pay, turn in, tutor
<b>8</b>	Whales	drill, eliminate, extract, fuel, lung, streamlined
<b>9</b>	How Far Can You See?	argument, prove, rush up, witness
<b>10</b>	Skinny Dog	cover, gig, in public, lyrics, on sale
<b>11</b>	Rules for the Annual University Entrance Examination	disturb, electronic equipment, reference material, supervisor, toilet break
<b>12</b>	The Amazing Book Collector	crumble, dedicate, inherit, obsession, priceless, run out of, sag
<b>13</b>	We Like to Share	false teeth, free of charge, intend, inexpensive, wait for one's turn
<b>14</b>	The Wrong Date?	agree, decide on, get together, fill up
<b>15</b>	A Rainy Day	against the law, cozy, puddle, low-interest loan
<b>16</b>	Global Warming	alternative, displace, emission, potential, predict, significant
<b>17</b>	A Long Speech	as soon as, continue, praise, wave about, work on (something)
<b>18</b>	Win These Prizes!	latest, life membership, opening night
<b>19</b>	Review: <i>Mamma Mia!</i>	clap, deserve, divorced, regret, take place
<b>20</b>	Madagascar	archeologist, ethnic, isolated, related, trading post, uninhabited
<b>21</b>	Discovery Trips in the Blue Mountains	binoculars, limited, strictly
<b>22</b>	The Prize	come across, fancy, make plans, ordinary, sometime
<b>23</b>	A Good Band	brand new, play a note, play in a band, see around

<b>24</b>	Neil Armstrong	a hero's welcome, chairperson, commander, mankind, test pilot, welcome
<b>25</b>	What's on Your Pizza?	invite someone over, take a survey, unexpected
<b>26</b>	A Helpful Maid	rock garden, shrub, weed
<b>27</b>	Cindy at Practice	kind of, in time, practice, try out, work in
<b>28</b>	The Coliseum	arena, colossal, emperor, gladiator, landmark, martyr, massacre, mock, persecute, radiate
<b>29</b>	The Science Experiment	affect, growth, label, opinion
<b>30</b>	Guitar Lessons	awkward, get used to, keep (something) a secret, turn down the volume, valuable
<b>31</b>	Bayfield Shopping Coupons	available, half price, offer, purchase
<b>32</b>	Electricity	atom, current, magnetic field, negative, nucleus, positive neutral
<b>33</b>	Two Letters	give up, sore, take risks, teach (someone) a lesson
<b>34</b>	A Farewell Speech	have trouble, mixed feelings, retirement, wish (someone) luck
<b>35</b>	Twenty-five Cent Coins	bully, feel sorry for, laugh, realize, show off
<b>36</b>	Rembrandt's <i>The Night Watch</i>	authorities, depict, dilute, discover, on duty, penetrate
<b>37</b>	A Telephone Conversation	be sure to, determined, opportunity, set, throw up
<b>38</b>	The New Cape town Champion	attitude, cheer, confident, former, keep one's eyes on, make headlines, pull ahead
<b>39</b>	The Kennedy School Newsletter	assistant, break, graduate, place, principal, resume, satisfaction
<b>40</b>	The French Revolution	aristocrat, constitution, debt, estate, guillotine, impose, independence, overthrow

Suggested Lesson Plan

Reading Success 6

Introduction:

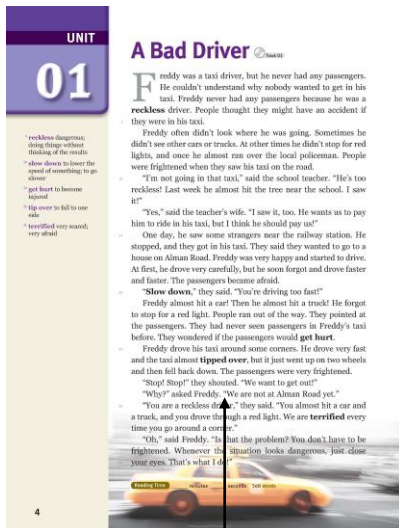
- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically to present homework aloud.

Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units a gain.

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

- Teacher writes the day's reading passage title on the board and asks students to write all the words they can think of that are related to the title. Teacher asks students to call out their words and all new words are written on the board. Teacher asks students who contributed difficult words to explain the meaning for other students.

Option 2)

- Teacher shows students the main unit picture (with the reading passage and vocabulary sections covered) and asks students to work in pairs to create a nine to ten sentence short story about the picture.

Reading:

Passage:

- Teacher reads the unit title aloud and asks students if they are familiar with the topic. If yes, teacher has them give ideas. If no, teacher moves ahead.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, vocabulary, and the five W's.
- Teacher then points out the new words next to the passage and has students find them in the passage. Teacher asks questions to ensure comprehension.

**Optional Activity**

- 1) The students close their books. The teacher reads the story aloud, stopping two to three times throughout the passage to ask comprehension questions.
- 2) Teacher asks students to rewrite the sentences with new vocabulary words with more familiar words. Creating multiple sentences is OK.
- 3) Teacher asks students to create two questions each about the passage and then students take turns asking their questions to the class.
- 4) Teacher writes sentences featuring the new words on the board with one spelling error in the key word, then has students find the mistakes and write the corrections.

Page 2)

**UNIT 01**

**Vocabulary Review**

■ Match each word with its meaning.

1. situation •	a. not careful
2. reckless •	b. a condition
3. terrified •	c. very frightened

**Reading Comprehension**

■ Choose the best answer.

1. Why did people NOT want to ride in Freddy's taxi?
  - a. Everybody had cars.
  - b. Freddy charged too much.
  - c. He did not drive safely.
  - d. The taxi was very old.
2. Why did people point at the passengers in the taxi?
  - a. The passengers were famous.
  - b. They were glad to see them in the taxi.
  - c. They were laughing at them.
  - d. They were worried about them.
3. Why is Freddy a bad driver?
  - a. He can't see well.
  - b. He closes his eyes.
  - c. He is too old.
  - d. He likes danger.
4. What happens if something "tips over"?
  - a. It falls on its side.
  - b. It receives some money.
  - c. It rolls very fast.
  - d. It stops.

**Vocabulary Review:**

*Option 1)*

- Students close their books. Teacher reads the definitions on the right side of the column aloud and asks students which words the definitions are defining.

*Option 2)*

- Students close their books. Teacher reads the words on the left side of the column aloud and asks students to create definitions of the words.

**Optional Activity**

- 1) Teacher assigns the vocabulary review section as an in-class quiz and then has students check the correct answers according to the reading before checking the answers together.
- 2) Teacher asks students to choose ten to eleven additional words from the passage and create their own vocabulary review quiz.

**Reading Comprehension:**

- Teacher introduces the reading comprehension activity by having students close their books and first asking the questions orally with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Comprehension Leader" for the activity.
- Teacher has students create their own multiple-choice questions to ask each other.
- Teacher asks students which questions were easy to answer and why, and which questions were difficult to answer and why.

**Summary**

■ Fill in each blank with the correct word.

close	because	dangerous	passengers	terrified
-------	---------	-----------	------------	-----------

Freddy drove a taxi, but no one ever got in it because everyone knew that he was a \_\_\_\_\_ driver. One day he had some \_\_\_\_\_ and they were soon \_\_\_\_\_ by his driving. They asked him to slow down \_\_\_\_\_ they were frightened, but he told them not to worry. He told them to \_\_\_\_\_ their eyes. That's what he did himself.

**Summary:**

- Teacher reviews the words in the box with the students.
- Teacher writes the words from the box on the board, has students close their books, and asks students to write their own summary of the passage using the words from the board. Teacher selects a few students to read their passages aloud every week.
- Teacher then asks students to complete the summary from the book as an in-class quiz.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

**Closure:**

**Homework:**

- Teacher assigns homework such as writing sentences or stories with new words and/or writing their own passages based on the passage from the book.

**Final Activity Ideas**

- 1) Teacher asks comprehension questions based on the reading passage, focusing on getting students to answer the questions as quickly as possible.
- 2) Teacher asks students to work to orally summarize the passage in six sentences or less.

## Test Overview

### Reading Success Tests:

Tests should be assigned upon completion of the SB material.

- Teacher circulates the room as the students are taking the tests to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

\*\*Because *Reading Success* covers multiple topics, teacher should ensure that students have a thorough understanding of the units covered through regular oral review and homework activities.

## ***Reading Success 6 Test***

### **A. Choose the right word.**

1. I got this pair of jeans for (half price / latest) at the mall today.
2. You need to (scrub /shrub) the pots and pans before you leave.
3. I can only send a (regret / limited) number of texts each month.
4. The restaurant (ran out of / transmit) clean cups during lunch.
5. They did not (intend / try out) to stay so late at the party.

### **B. What is the odd word? Circle it.**

- |                 |             |                       |            |              |
|-----------------|-------------|-----------------------|------------|--------------|
| 6. constitution | resume      | reference<br>material | survey     | clap         |
| 7. test pilot   | teacher     | gladiator             | binoculars | archeologist |
| 8. landmark     | brand-new   | rock garden           | pyramid    | trading post |
| 9. cover        | fancy       | ordinary              | awkward    | cozy         |
| 10. aristocrat  | authorities | unexpected            | bully      | emperor      |

### **C. Fill in the blanks with the correct words. One word is extra.**

prove	retirement	affect	isolated	continue
-------	------------	--------	----------	----------

11. His grandfather is really looking forward to \_\_\_\_\_.
12. Her family lives far away and is very \_\_\_\_\_.
13. We are going to \_\_\_\_\_ working on this project until it's done.
14. I can \_\_\_\_\_ that Jacob did not steal the pen.

**D. Read and answer.**

Everyone was excited to see the new invention. It was the first time it would be seen in public. The test pilot was excited too. He loved flying the new machine. However, he had to keep this project a secret from everyone. This sometimes felt awkward because he could not even tell his wife. The machine he was flying was very valuable. It used just one atom as fuel. The pilot was taking a risk flying it. It still had problems. It might have been dangerous, but he didn't care.

He started having trouble as he got closer to the arena where everyone was waiting. The machine was getting hard to control. However, he was determined to land the machine safely. He was confident he could do it. He just had to be sure to be careful. He kept his eyes on the landing spot. He would be really embarrassed if it crashed. He paid no attention to the crowd. He simply entered the arena and landed the machine. Everyone cheered. And they rushed up to the machine to look at it. He was a hero.

15. This reading is about \_\_\_\_\_.
- keeping secrets
  - the machine's fuel
  - the test pilot's wife
  - flying a new machine
16. How was the machine powered?
- By fuel
  - By one atom
  - By the test pilot
  - By the crowd's cheers
17. Why was it awkward to keep the machine a secret?
- Because he was worried he might crash the machine
  - Because he could not tell his wife about the machine
  - Because he was determined to land the machine safely
  - Because he was having a hard time controlling the machine



## *Reading Success 6 Test Answer Key*

### **Exercise A**

1. half price
2. scrub
3. limited
4. ran out of
5. intend

### **Exercise B**

6. clap
7. binoculars
8. brand-new
9. cover
10. unexpected

### **Exercise C**

11. retirement
12. isolated
13. continue
14. prove

### **Exercise D**

15. d
16. b
17. b

## Optional Activities

### Comprehension Plus:

- Students create their own summaries in a notebook.
- Students create their own passages based on the passages from the book and keep them in a portfolio.
- Students conduct independent research projects based on nonfiction passages from the book and present their report soon after the passage is covered in class.

### Reading Fluency:

- Teacher records students as they read the story aloud. An audio or video portfolio can be provided to the students at the end of the semester.
- Students create interview questions based on the passage and interview their classmates. They can be recorded and included in an audio or video portfolio.

### Extension:

- Each week, several students read the passage aloud and are assessed on pronunciation and fluency. Repeat throughout the semester so students have a record of improvement.

## Pacing Suggestion

The following is a pacing suggestion for a 28-week program:

Week	Class 1	Class 2
1	Unit 1, pages 4, 5	Unit 2, pages 6, 7
2	Unit 3 pages 8, 9	Unit 4 pages 10, 11
3	Unit 5 pages 12, 13	Unit 6, pages 14, 15
4	Unit 7, pages 16, 17	Unit 8, pages 18, 19
5	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
6	Unit 9, pages 20, 21	Unit 10, pages 22, 23
7	Unit 11, pages 24, 25	Unit 12, pages 26, 27
8	Unit 13, pages 28, 29	Unit 14, pages 30, 31
9	Unit 15, pages 32, 33	Unit 16, pages 34, 35
10	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
11	Unit 17, pages 36, 37	Unit 18, pages 38, 39
12	Unit 19, pages 40, 41	Unit 20, pages 42, 43
13	<b>Midterm Test</b>	<b>Midterm test review and related practice</b>
14	Unit 21 pages 44, 45	Unit 22, pages 46, 47
15	Unit 23, pages 48, 49	Unit 24, pages 50, 51
16	Unit 25, pages 52, 53	Unit 26, pages 54, 55
17	Unit 27, pages 56, 57	Unit 28, pages 58, 59
18	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
19	Unit 29, pages 60, 61	Unit 30, pages 62, 63
20	Unit 31, pages 64, 65	Unit 32, pages 66, 67
21	Unit 33, pages 68, 69	Unit 34, pages 70, 71
22	Unit 35, pages 72, 73	Unit 36, pages 74, 75
23	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
24	Unit 37, pages 76, 77	Unit 38, pages 78, 79
25	Unit 39, pages 80, 81	Unit 40, pages 82, 83
26	<b>Review using additional activities, optional activities, vocabulary quizzes, etc. focusing on Units 1-20</b> <b>**Complete reading fluency assessments.</b>	
27	<b>Review using additional activities, optional activities, vocabulary quizzes, etc. focusing on Units 21-40.</b> <b>**Complete reading fluency assessments.</b>	
28	<b>Final Test</b>	<b>Final test review and wrap-up.</b>