

Reading Log • Level A • Book 1

	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
Pets				
Pets and People				
Kinds of Pets				
Where to Get Pets				
Care of Pets				
Fun With Pets				
Your Five Senses				
What Is Happening?				
What Do You See?				
What Do You Hear?				
What Do You Smell or Taste?				
What Do You Feel?				
From Seeds to Plants				
Seeds				
How Seeds Look				
Parts of a Seed				
Seeds to Plants				
The Importance of Seeds				

Reading Log • Level A • Book 1

Reading Log - Level A Book 1	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
The United States of America				
Our Country				
Rule by the People				
Rules and Rights				
People From Many Places				
Freedom for All				
American Places				
Special Places				
The White House				
The National Park Service				
The Library of Congress				
The U.S. Postal Service				
Americans Who Dream				
Sarah Hale				
Teddy Roosevelt				
Kristi Yamaguchi				
The Wright Brothers				
Charles Drew				

Reading Log • Level A • Book 2

How Things Are Measured	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
Measuring Earth				
Tools for Measuring				
Using a Ruler				
Long, Wide, and High				
Time				
Seasons				
Earth's Tilt				
Spring				
Summer				
Fall				
Winter				
Stars				
What Is a Star?				
Stars of Different Colors				
Stars at Night				
Star Patterns				
Shooting Stars				

Reading Log • Level A • Book 2

	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
Houses Around the World				
What Is a House?				
Houses of Ice				
Houses on Stilts				
Houses on the Go				
Houses in the City				
Places People Work				
Outdoor Jobs				
Office Jobs				
Store Jobs				
Travel Jobs				
Jobs at Home				
Lakes and Ponds				
What Are Lakes and Ponds?				
Kinds of Lakes				
Life in Lakes and Ponds				
Part-Time Ponds				
Fun at Lakes and Ponds				

Reading Log • Level A • Book 3

Science on the Playground	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
Playground Scientists				
Running Races				
Kickball				
Seesaws				
Swings				
Solids, Liquids, and Gases				
Matter				
Solids				
Liquids				
Gases				
Mixing Forms of Matter				
Floating and Sinking				
What Floats?				
Will It Float or Sink?				
Why Ships Float				
Swimming and Air				
Life Jackets				

Reading Log • Level A • Book 3

	I Read This	New Words I Learned	New Facts I Learned	What Else I Want to Learn About This Subject
Toys of Long Ago				
How Toys Were Made				
Dolls				
Yo-Yos				
Kites				
Marbles				
American Stories				
The Stars and Stripes				
The Ride				
The Liberty Bell				
“Uncle Sam”				
“The Star-Spangled Banner”				
The Stone Age				
The Earliest People				
Tools				
Food				
Animals				
Cave Paintings				



Pets

Write words that will help you remember what you learned.

Pets and People

Kinds of Pets

Where to Get Pets

Care of Pets

Fun With Pets



Your Five Senses

Write words that will help you remember what you learned.

What Is Happening?

What Do You See?

What Do You Hear?

**What Do You Smell
or Taste?**

What Do You Feel?



From Seeds to Plants

Write words that will help you remember what you learned.

Seeds

How Seeds Look

Parts of a Seed

Seeds to Plants

The Importance of Seeds



The United States of America

Write words that will help you remember what you learned.

Our Country

Rule by the People

Rules and Rights

People From Many Places

Freedom for All



American Places

Write words that will help you remember what you learned.

Special Places

The White House

The National Park Service

The Library of Congress

The U.S. Postal Service



Americans Who Dream

Write words that will help you remember what you learned.

Sarah Hale

Teddy Roosevelt

Kristi Yamaguchi

The Wright Brothers

Charles Drew



How Things Are Measured

Write words that will help you remember what you learned.

Measuring Earth

Tools for Measuring

Using a Ruler

Long, Wide, and High

Time

REVIEW Seasons

Write words that will help you remember what you learned.

Earth's Tilt

Spring

Summer

Fall

Winter

REVIEW Stars

Write words that will help you remember what you learned.

What Is a Star?

Stars of Different Colors

Stars at Night

Star Patterns

Shooting Stars



Houses Around the World

Write words that will help you remember what you learned.

What Is a House?

Houses of Ice

Houses on Stilts

Houses on the Go

Houses in the City



Places People Work

Write words that will help you remember what you learned.

Outdoor Jobs

Office Jobs

Store Jobs

Travel Jobs

Jobs at Home



Lakes and Ponds

Write words that will help you remember what you learned.

What Are Lakes and Ponds?

Kinds of Lakes

Life in Lakes and Ponds

Part-Time Ponds

Fun at Lakes and Ponds



Science on the Playground

Write words that will help you remember what you learned.

Playground Scientists

Running Races

Kickball

Seesaws

Swings



Solids, Liquids, and Gases

Write words that will help you remember what you learned.

Matter

Solids

Liquids

Gases

Mixing Forms of Matter



Floating and Sinking

Write words that will help you remember what you learned.

What Floats?

Will It Float or Sink?

Why Ships Float

Swimming and Air

Life Jackets



Toys of Long Ago

Write words that will help you remember what you learned.

How Toys Were Made

Dolls

Yo-Yos

Kites

Marbles



American Stories

Write words that will help you remember what you learned.

The Stars and Stripes

The Ride

The Liberty Bell

"Uncle Sam"

"The Star-Spangled Banner"



The Stone Age

Write words that will help you remember what you learned.

The Earliest People

Tools

Food

Animals

Cave Paintings

QuickReads Assessment

The level designations in *QuickReads* are based on an analysis of reading curricula used across the United States and of hundreds of texts and assessments in common use for each grade. This analysis revealed the high-frequency words and phonic/syllabic patterns necessary for success at a grade level. Students must have some familiarity with these words and patterns to make optimal use of *QuickReads*. However, all students can benefit from its regular classroom use. Some modifications to the Instructional Routine can be made for those students who cannot meet the criteria indicated.

Before Using QuickReads

To ensure that students are successful using *QuickReads*, begin by administering a Benchmark. Use this procedure:

1. Make two copies of Benchmark 1 for the appropriate *QuickReads* level.
2. Allow the student to quickly scan the text before he or she reads it aloud to you.
3. Ask the student to read for **one minute** and to begin reading with the title. Keep time as the student reads, and follow along on your copy of Benchmark 1. Indicate substitutions and omissions with a checkmark. Self-corrections do not count as errors.
4. At the end of one minute, stop the student.
5. Assess comprehension with the Review questions.

Use Benchmark 2 as a post-test.

Interpreting the Benchmarks

Step 1: To compute the number of words students read correctly in one minute (WCPM):

1. Take the number of words read in one minute.
2. Subtract the number of errors.

$$\text{Words Read in One Minute} - \text{Errors} = \text{Words Correct Per Minute (WCPM)}$$

Step 2: To compute accuracy:

1. Take the WCPM.
2. Divide this number by the total number of words the student read.
3. Multiply by 100 to find the percentage of words read accurately.

$$\frac{\text{Words Correct Per Minute (WCPM)}}{\text{Number of Words Read}} \times 100 = \% \text{ Accuracy}$$

Step 3: The guidelines on the chart on the next page will help you interpret students' performance on the Benchmarks. However, you should also consider the following in deciding if the student should use the complete Instructional Routine or a modified routine:

- standardized test scores, report cards, and evaluations from previous teachers.
- your own knowledge of the student.

Using the Complete Instructional Routine

Students who can read Benchmark 1 with 90 percent accuracy (10 errors or fewer in a 100-word passage) and at the speed detailed in the chart on the next page will benefit from the use of the complete Instructional Routine. (For more information on this routine, see any *QuickReads* Teacher's Resource Manual.)

Using the Modified Instructional Routine

For students who cannot meet these criteria, assign a passage one paragraph at a time. Have students complete the First and Second Reads. Check their comprehension by asking students to retell the paragraph's main idea. Repeat this procedure with the second paragraph.

Students will be ready for the complete Instructional Routine when they demonstrate increased automaticity with one paragraph and can read at the target rate.

Monitoring Progress With the Benchmarks

Students should use the Self-Check Graph on page 96 of their book to self-monitor. You might wish to administer Benchmark 2 after students have completed a level to monitor their progress over a longer time.

Interpreting the Benchmarks for All of the QuickReads Levels

Level	If a student reads Benchmark 1 at:	Consider using:
Level A	a rate of at least 40 WCPM* <i>and</i> with at least 90% accuracy	the complete Instructional Routine with Level A.
	a rate of fewer than 40 WCPM* <i>or</i> with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or use <i>Ready Readers</i> .
	a rate of fewer than 40 WCPM* <i>and</i> with less than 90% accuracy	use <i>Ready Readers</i> .
Level B	a rate of at least 50–80 WCPM* <i>and</i> with at least 90% accuracy	the complete Instructional Routine with Level B.
	a rate of fewer than 50–80 WCPM* <i>or</i> with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level A.
	a rate of fewer than 50 WCPM* <i>and</i> with less than 90% accuracy	use Level A.
Level C	a rate of at least 60–90 WCPM* <i>and</i> with at least 90% accuracy	the complete Instructional Routine with Level C.
	a rate of fewer than 60–90 WCPM* <i>or</i> with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level B.
	a rate of fewer than 60 WCPM* <i>and</i> with less than 90% accuracy	use Level B.
Level D	a rate of at least 70–100 WCPM* <i>and</i> with at least 90% accuracy	the complete Instructional Routine with Level D.
	a rate of fewer than 70–100 WCPM* <i>or</i> with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level C.
	a rate of fewer than 70 WCPM* <i>and</i> with less than 90% accuracy	use Level C.
Level E	a rate of at least 80–110 WCPM* <i>and</i> with at least 90% accuracy	the complete Instructional Routine with Level E.
	a rate of fewer than 80–110 WCPM* <i>or</i> with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level D.
	a rate of fewer than 80 WCPM* <i>and</i> with less than 90% accuracy	use Level D.
Level F	a rate of at least 90–120 WCPM* <i>and</i> with at least 90% accuracy	the complete Instructional Routine with Level F.
	a rate of fewer than 90–120 WCPM* <i>or</i> with at least 90% accuracy	use your knowledge of the student to determine the Instructional Routine, or Level E.
	a rate of fewer than 90 WCPM* <i>and</i> with less than 90% accuracy	use Level E.

*WCPM = Words Correct Per Minute

QuickReads Assessment

Benchmark Answer Key

Level A

Benchmark 1: 1. C 2. Skunks stay safe by giving off a bad smell.

Benchmark 2: 1. B 2. Flying fish stay safe by using their side fins to leap out of the ocean and away from other animals.

Level B

Benchmark 1: 1. C 2. Animals that blend in can be safe from animals that might harm them.

Benchmark 2: 1. C 2. Coral snakes have red and black bands. Animals know that they will get sick if they are bitten by a coral snake.

Level C

Benchmark 1: 1. B 2. Bee flies and bees have different numbers of wings. Bee flies do not sting or make honey.

Benchmark 2: 1. D 2. Walking sticks move at night. They are hard to see because they move slowly and they look like sticks.

Level D

Benchmark 1: 1. D 2. An individual zebra is hard to see because its stripes run together with the stripes of other zebras. Also, a zebra can blend in with the tall grass.

Benchmark 2: 1. C 2. The snowshoe hare stays safe from its enemies by growing fur of different colors for different seasons.

Level E

Benchmark 1: 1. B 2. Porcupine fish take in enough water to grow large and to make their spines stand out. This makes them look scarier to their enemies.

Benchmark 2: 1. D 2. Some animals change color so that they can blend in with their surroundings and protect themselves from their enemies.

Level F

Benchmark 1: 1. B 2. Lanternfish have lights under their body that make them look like the sparkly rays of the sun, not a predator's next meal. These lights keep them safe.

Benchmark 2: 1. C 2. Sample answer: Sloths stay safe from predators by moving so slowly that they can't be seen and by sleeping without moving.

Staying Safe

All animals have ways to keep themselves safe. Skunks keep themselves safe by giving off a bad smell. The smell tells people and²⁵ other animals to go away.

Some skunks hiss before they give off this smell. Then, if the person or animal is still there, skunks put⁵⁰ up their tail and spray. The smell from this spray can make animals sick. If the spray gets into animals' eyes, they may not be⁷⁵ able to see. While the animal gets sick or can't see, the skunk gets away.⁹⁰

Review

1. This reading is MAINLY about ____

- Ⓐ why skunks spray other animals.
- Ⓑ how animals stay safe from skunks.
- Ⓒ how skunks stay safe.

2. Tell how skunks stay safe.

Flying Over the Ocean

Flying fish live near the top of the ocean. They have long side fins that look like bird wings. These long²⁵ side fins don't really let flying fish fly like birds. Instead, the fins let flying fish get away from animals that want to eat them.⁵⁰

When animals swim after them, flying fish use their long side fins to leap out of the ocean. These fins also help flying fish move⁷⁵ through the air. Other animals can't reach flying fish as they move above the ocean.⁹⁰

Review

1. How do flying fish fly?

- Ⓐ with bird wings
- Ⓑ with long side fins
- Ⓒ by jumping on other animals

2. How do flying fish stay safe from other animals?

Hiding Out

Many animals blend in with things around them. They do this to keep themselves safe.

Tree frogs are animals that live in trees²⁵ and grasses around water. Tree frogs blend in with things around them. Green tree frogs are the same green color as the leaves of the⁵⁰ trees in which they live. Gray tree frogs live on trees and in tree stumps that are gray and brown. Gray tree frogs are the⁷⁵ same gray and brown colors as the trees. By blending in, tree frogs can hide from snakes that eat tree frogs. They can keep themselves safe.¹⁰¹

Review

1. How do tree frogs blend in with things around them?

- Ⓐ They live in the water.
- Ⓑ They stay away from snakes.
- Ⓒ They are the same color as the places they live.
- Ⓓ They live in places where no other animals live.

2. Why is it helpful for animals to blend in with things around them?

Look-Alikes

Some animals look like other animals. Looking like another animal can keep an animal safe. Coral snakes have bodies with bright red and²⁵ black bands. King snakes also have bright bands on their bodies. Coral snakes and king snakes look alike, but they are different. Animals get sick⁵⁰ if a coral snake bites them. They don't get sick if a king snake bites them.

Animals stay away from snakes with red and black⁷⁵ bands. It does not matter if they are king snakes or coral snakes. Animals don't want to get sick. King snakes stay safe by looking like coral snakes.¹⁰³

Review

1. King snakes stay safe by _____

- Ⓐ biting other snakes.
- Ⓑ finding places to hide from other snakes.
- Ⓒ having the same colors as coral snakes.
- Ⓓ looking like the trees they live on.

2. Why do animals stay away from snakes with red and black bands?

Bee Flies

Bee flies are insects that act and look just like bees. Bees go from flower to flower, drinking nectar. Bee flies also go²⁵ from flower to flower, drinking nectar. Bees have hairy bodies. Bee flies have the same kind of hairy bodies.

You have to look closely to⁵⁰ see how bees and bee flies are different. Bees have two pairs of wings. Bee flies have only one pair of wings. Bee flies do⁷⁵ not sting like bees. Also, bee flies do not make honey. Only bees make honey. When you see an insect that you think is a¹⁰⁰ bee, look again. You may be seeing a bee fly.¹¹⁰

Review

1. How are bee flies and bees alike?

- Ⓐ Bee flies and bees have two pairs of wings.
- Ⓑ Bee flies and bees act and look the same.
- Ⓒ Bee flies and bees make honey.
- Ⓓ Bee flies and bees like to be near people.

2. How are bee flies and bees different?

Sticks That Walk

Many animals look and act like things around them.

Walking sticks are insects that look like sticks. Walking sticks are long and²⁵ thin like the branches of the trees on which they live. Walking sticks change color from green to brown as they get older. Their colors⁵⁰ make it easy for them to hide in the trees.

Walking sticks stay still during the day. They move at night when it is hard⁷⁵ for their enemies to see them. At night, walking sticks move slowly. Their enemies don't see an insect. They see something that looks like a¹⁰⁰ branch blowing in the wind. Their enemies don't harm them.¹¹⁰

Review

1. What is the walking stick described in this reading?

- Ⓐ a stick that people use to walk
- Ⓑ an insect that bites people
- Ⓒ a stick that looks like an insect
- Ⓓ an insect that looks like a stick

2. How do walking sticks hide from their enemies?

Stripes That Blend In

Many animals stay safe from enemies by blending into the place in which they live. Zebras have a strange way of²⁵ blending in. People can easily see the black and white stripes of zebras. However, the lions that are the main enemy of zebras are colorblind.⁵⁰ To colorblind lions, the stripes of zebras blend in with the tall grass in which zebras live.

Stripes can help individual zebras hide from lions.⁷⁵ However, zebras usually move in large groups that even colorblind lions can't miss. In large groups, an individual zebra's stripes run together with the stripes¹⁰⁰ of the zebras around it. Lions see a mass of moving stripes, making it hard to see an individual zebra.¹²⁰

Review

1. Lions can't see zebras in tall grass because _____

- Ⓐ lions do not hunt animals with black and white stripes.
- Ⓑ lions are colorblind, so they blend into the place in which they live.
- Ⓒ lions are shorter than zebras, so lions can't see zebras in grass.
- Ⓓ lions are colorblind, and they can't see the stripes of zebras in tall grass.

2. How do stripes help an individual zebra hide from lions?

Changes for Seasons

Many animals stay safe from their enemies by blending into their surroundings. Animals with brown fur or feathers can blend into the²⁵ forest in spring and summer. However, when snow covers the ground in winter, brown-colored animals can be seen easily by their enemies.

Some animals⁵⁰ that live in surroundings that change color grow different fur or feathers at different times of the year. In spring and summer, the snowshoe hare⁷⁵ has a dark coat that matches the brown ground of its surroundings. As winter draws near, the fur of the snowshoe hare turns white to¹⁰⁰ match the snow. The snowshoe hare stays safer from its enemies by growing fur of different colors for different seasons.¹²⁰

Review

1. How do many animals stay safe from their enemies?

- Ⓐ by turning brown when they go into the forest
- Ⓑ by hiding with snowshoe hares
- Ⓒ by blending into their surroundings
- Ⓓ by growing white fur in the spring and summer

2. How does the snowshoe hare stay safe from its enemies?

Sticking Out

Like land animals, marine animals have ways of protecting themselves from their enemies. Some marine animals use the water in which they live²⁵ to protect themselves. Members of the puffer fish family take in extra water when they are threatened by their enemies. This extra water makes them⁵⁰ appear to be large and hard to eat.

One member of the puffer fish family, the porcupine fish, has long, sharp spines on its body⁷⁵ and head. Usually, these spines lay flat against the fish. However, when the porcupine fish is threatened, it adds enough water to grow to twice¹⁰⁰ its usual size—or more. The extra water also makes its spines stand out. The enemies of the porcupine fish swim away when they see a large ball with spikes instead of a fish.¹³⁴

Review

1. Why do members of the puffer fish family take in water when they are threatened?
 - Ⓐ to make themselves swim more quickly
 - Ⓑ to make themselves appear large and hard to eat
 - Ⓒ to make themselves look like porcupine fish
 - Ⓓ to make themselves grow spines on their bodies

2. How do porcupine fish protect themselves from their enemies?

Changing Colors

Many animals have skin, fur, or scales with colors that match their surroundings. By blending in with their surroundings, animals can protect themselves²⁵ from their enemies.

One group of animals called chameleons can change from bright green to deep brown. Then chameleons can change back to green again.⁵⁰ Different patterns on their skin, such as lines and bars, also can appear and disappear.

Some people think that chameleons change color to match their⁷⁵ surroundings. In fact, chameleons change color as a result of the temperature, amount of light, and dampness of their surroundings. When they sit in the¹⁰⁰ bright sunlight, chameleons may be bright green. Under a pile of damp leaves, however, their skin turns dark brown. With the right conditions, chameleons can even be half brown and half green.¹³²

Review

1. What three things make chameleons change color?

- Ⓐ the colors of their skin, fur, or scales
- Ⓑ the temperature, brightness, and other animals in their surroundings
- Ⓒ the colors of the animals, plants, and trees nearby
- Ⓓ the temperature, amount of light, and dampness of their surroundings

2. Why do some animals change color?

Blinking Lights

Below the ocean's surface, rays of sunlight make the water look sparkly and bright. Fish that swim in this area can block out²⁵ the sunlight and cast shadows in the water below them. When fish cast shadows, predators know exactly where to attack. Casting shadows puts fish at⁵⁰ a disadvantage because the shadows make them easy prey for predators.

Many fish and other marine animals have ways to overcome this disadvantage. Some marine⁷⁵ animals, like lanternfish, have special parts just under their scales that light up. The lanternfish's lights are mostly on the underside of their body. Having¹⁰⁰ lights on their underside keeps lanternfish safe from predators that swim below them. This is because lanternfish do not look like the predator's next meal.¹²⁵ Instead, they look like the sparkly, bright rays of the sun shining on the water.¹⁴⁰

Review

1. How can shadows put fish at a disadvantage?

- Ⓐ Predators look for fish hiding in shadows.
- Ⓑ Shadows make fish easy to see.
- Ⓒ The lanternfish's lights make shadows in the water.
- Ⓓ Shadows are hard to see in the bright sunlight.

2. How do lanternfish stay safe from predators?

Staying Still

Animals that move slowly can be easy targets for predators. Sloths are among the world's slowest-moving animals. Sloths also spend most of²⁵ the day asleep, when many predators hunt. Sleeping during the day and moving slowly seem to be disadvantages. However, sloths have ways to protect themselves⁵⁰ against predators.

When sloths sleep, they hang upside down from tree branches. Sloths can be so motionless when they sleep, though, that predators can walk⁷⁵ by without noticing them. Sloths are also protected by algae that grow on their fur. The algae make the sloth's gray or tan fur look¹⁰⁰ like the leaves or moss that grow on the tree.

At night, when sloths hunt for food, their slow movement also keeps them safe. Sloths¹²⁵ move so slowly that predators can't easily see them among the leaves in a tree.¹⁴⁰

Review

1. Algae protect sloths by ____

- Ⓐ giving sloths something to eat.
- Ⓑ helping predators find sloths.
- Ⓒ making sloths look like trees.
- Ⓓ helping sloths move slowly.

2. Describe two ways sloths stay safe from predators.

Parent Guide for Supporting Reading

Parents, older siblings, and other adults can help a student become a strong reader in many ways. Here are a few ideas for supporting your child's developing reading skills.

Several of the following options suggest that you talk about books or ideas with your child. These discussions can help your child think about the information and remember what he or she has learned.

Reading Connections

- Read to your child from a book, magazine, or newspaper at least three times per week. If possible, allow your child to choose the reading material, or take turns choosing what you will read.
 - Take turns reading with your child. You might read one paragraph of a book that is easy for your child to read. Then, your child might read the next paragraph.
 - Ask your child to read to you from a book that he or she enjoyed. After your child has read, talk about why your child enjoyed the book. For example: Was the plot exciting? Did the book tell about an animal or character your child liked?
-

Listening and Speaking Connections

- Watch a television program or video with your child. Then, talk about what you have seen.
 - Invite your family members and friends to tell stories about things that have happened recently or in the past, or to create their own stories. Encourage your child to tell a story, too.
 - Play word games like "I Spy" and other guessing games that encourage children to use their language and thinking skills.
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Real-World Connections

- Point out examples of reading in the world around you by encouraging your child to read cereal boxes, street signs, billboards, listings of television programs, advertisements from newspapers or magazines, or any other printed objects.
 - Visit Web sites designed for children or sit with your child while he or she searches for pages with suitable reading material. Talk about the words and the art on the pages.
 - Visit various places, such as museums, zoos, and sporting arenas. Then, discuss the event with your child. Explore what your child found exciting and interesting, and what he or she did not understand.
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Guía de los padres para fomentar la lectura

Los padres, los hermanos mayores y otras personas adultas pueden ayudar para que su niño o niña llegue a ser un buen lector en muchas maneras. Aquí tenemos algunas ideas para que le apoye en cuanto al desarrollo de su capacidad para leer.

Varias de las siguientes selecciones sugieren que usted debe hablar con su niño o niñas acerca de libros e ideas. Estas conversaciones pueden ayudar a que él piense con respecto a tal información y recuerde lo que haya aprendido.

Conexiones de lectura

- Léale a su niño o niña empleando un libro, una revista o un periódico por lo menos tres veces cada semana. Si es posible, permítale que escoja el material de lectura o que lo haga de vez en cuando.
- Tome turnos leyendo con su niño o niña. Usted podría leer un párrafo de un libro que para él o ella resulte fácil hacerlo. Entonces él o ella podría leer el párrafo siguiente.
- Pídale que lea en voz alta parte de un libro que le agrada. Después que haya leído hable con él o ella para que le diga por qué le agrada ese libro. Por ejemplo: ¿Fue excitante el tema? ¿Habla el libro acerca de un animal o personaje que le agradó mucho?

Conexiones en cuanto a escuchar y a hablar

- Vea un programa de televisión o un video con su niño o niña y hablen acerca de lo que han visto.
- Invite a miembros de su familia y a amigos para que relaten historias acerca de algo que haya ocurrido recientemente o en el pasado, o que inventen sus propias historias. Aliente a su niño o niña que también relate un cuento.
- Entreténganse con juegos de palabras y adivinanzas alentando entonces al niño o niña para que emplee su lenguaje y su habilidad para pensar.

Conexiones acerca del mundo real

- Destaque ejemplos de lectura en el mundo que nos rodea alentando a su niño o niña a que lea las cajas de cereales, los letreros de las calles, los avisos de propaganda, las listas de programas de televisión, publicidades en los periódicos o revistas, o cualquier otras cosas impresas.
- Visite sitios Web designados para niños o siéntese con su niño o niña cuando esté buscando páginas con material apropiado de lectura. Hablen entonces acerca de las palabras y las ilustraciones en esas páginas.
- Visiten varios lugares, tales como museos, zoológicos y estadios deportivos. Luego converse con su niño o niña acerca de tal evento para determinar lo que él o ella haya considerado ser excitante e interesante, y si vieron algo que él o ella no haya entendido.

The QuickReads Technology Edition Instructional Routine

This basic Instructional Routine is your guide to using the *QuickReads Technology Edition* in your classroom. The Additional Teaching Options that follow were suggested by the field-study teachers. For a Quick Reference Guide to the Instructional Routine, see the inside back cover or the Teachers' Resource folder on the Library Disc.

Goals of the First Read

- To build on prior knowledge
- To work with challenging words
- To remember key points by noting words and ideas

First Read

1. **PREVIEW** Say to students, "You are going to read this passage aloud and record your reading. First, think about what you already know about this topic. Then, look for any words that are new or challenging. **Word Help** will help you say the underlined words, and it will explain what they mean."
2. **RECORD** When students are ready, say, "Click on **Read and Record**. Then click on the first word in the title and begin reading. If you get stuck, the narrator will help you say the word." Students should take as much time as they need for this first reading.
3. **RESPOND** After they have read and recorded the passage, ask students to fill in the graphic organizer (see the Teachers' Resources folder on the Library Disc).
4. **SELF-CHECK** Encourage students to click on **How Am I Doing?** to see which words they need to review and on **Play Back** to listen to their recording.

Additional Teaching Options

Building on Prior Knowledge

- Point out to students that previewing before reading can help them both understand and remember what they read.
- Discuss students' experiences with the topic.
- Create a word web with the topic in the center and what students know about it in the surrounding circles. (The same technique can be used as a post-reading activity.)
- Discuss the photograph or illustration opposite the passage.
- Begin a K-W-L chart that lists what students know and want to know about the topic.

Working With Challenging Words

- List on the board the challenging words that students identify.
- Ask students to report on the definitions supplied by the software and to supply their

own context sentences. Write the definitions on the board for students to refer to as they read.

- Suggest that students consult a dictionary to find additional meanings of the word and report their findings to the class.
- Have a volunteer pronounce the word, or pronounce the word clearly yourself. Then ask the class to pronounce the word once or twice.

Noting New Words and Key Ideas

- Use different graphic organizers to vary students' ways of organizing information.
- Ask students to share with the class the information they remember about the topic.
- Invite students to share their graphic organizers in pairs, noting which information is the same and which is different.

Goals of the Second Read

- To follow a model of a fluent reading
- To identify the key ideas of the passage
- To remember key points by noting words and ideas

Second Read

1. **GET READY** Say to students, “Now it is time to listen to someone else read the passage. Read along with the narrator.”
 2. **LISTEN** Have students click on **Read to Me** to begin listening. Say, “If you want to hear a sentence again, click anywhere in the sentence.”
 3. **RESPOND** Ask, “What is one thing the author wants you to remember about this topic?”
-

Additional Teaching Options

Before Using the Software

- Tell students that listening to someone read can help them understand how a passage should sound. Stress that re-reading also allows them to review a passage to be sure they understand it.
- Model for the class how you might read short sections of the passage. Demonstrate that word clusters can be interpreted as meaningful phrases.
- Ask partners or small groups to take turns reading aloud to one another.
- Have small groups of students read a passage aloud to identify sections that are clearly understood and those that are challenging.

Using the Software to Model Fluent Reading

- Students might begin by listening to the narrator read the passage straight through without stopping. Encourage them to follow along.
- On subsequent listenings, students might benefit from hearing the passage in sections, repeating any section they find challenging. Again, suggest that students follow along in the text as they listen.
- Remind students that they can listen to the passage as many times as they wish. Repeated listenings help students learn phrasing and emphasis and identify clues to meaning.

Involving the Family in Modeling Fluent Reading

- Suggest that students take turns reading aloud with a family member any book, magazine, or newspaper that students and family members enjoy.
- Encourage family members to read environmental print with students. Food labels, television programs, and street signs all offer real-world reading experiences.
- Copy the reproducible Parent Guide (available in English and Spanish on the Teachers’ Resources folder on the Library Disc). Encourage parents to use this guide to help their children practice reading *QuickReads* or any other material that both they and their children enjoy.

Identifying the Key Ideas

- Vary the comprehension check by asking, “What is the main idea of this reading?” or “What is the most important thing in this reading?”
- If students are unsure about the key ideas, ask them to retell what they remember about the passage. This retelling can help you lead students to identify the key ideas as well as show you areas that students are not comprehending.

Goals of the Third Read

- To read the passage fluently in one minute
- To express an understanding of the passage

Third Read

1. **GET READY** Say to students, “Now it’s time for you to read the passage again and record yourself. This time, your goal is to read the passage in one minute.”
 2. **RECORD** Say, “When you are ready, click on **Read and Record** and begin reading.” Explain to students that they can record the passage more than once as their reading improves.
 3. **MONITOR** Remind students that they can review their work by clicking on **How Am I Doing?** to see which words they need to review and on **Play Back** to listen to their recording.
 4. **RESPOND** Tell students to complete the Review questions to check that they have understood the passage.
-

Additional Teaching Options

Checking Understanding

- Suggest that students compare their answers to the Review questions with those of a classmate.
- Have students illustrate the main idea of the passage or write a sentence that explains it.
- Ask students to identify the sentences they used to answer the questions.
- Ask students to fill in the Reading Log with some ideas from the passage (see the Teachers’ Resources folder on the Library Disc). Students might also use this log to illustrate what they have learned.
- Have students create a word web with the information they have learned.
- Complete the K-W-L chart that students began during the First Read, writing what they learned in all three Reads.
- Encourage students to work toward the Mastery level when appropriate. (Students achieve Mastery by reading at the target rate and answering both Review questions correctly.)
- Students might also look again at the photograph or art that accompanies the passage and tell how it relates to the information they have learned.

Connect Your Ideas

To be sure that students are making connections between topics, you might incorporate these suggestions into your classroom:

- Use the Vocabulary Support sections of the Extension Activities to increase students’ working vocabulary and content knowledge. (See the Teacher’s Resource Manual for the appropriate *QuickReads* level.)
- Discuss the Connect Your Ideas questions after students have completed all of the passages in a topic. (These questions follow the review for the final passage in a topic.)
- Reinforce students’ interest in a topic by completing the Building Content Knowledge section or by suggesting the Additional Reading titles in the Extension Activities. (See the Teacher’s Resource Manual for the appropriate *QuickReads* level.)

Quick Reference for the *QuickReads* Instructional Routine

Word
Help

Read
and
Record

Self-Check

▶ Play
Back

✓ How Am
I Doing?

First Read

1. **PREVIEW** Say to students, “Think about what you know about this topic. Then look for any words that are new or challenging. **Word Help** will help you say the underlined words, and it will explain what they mean.”
2. **RECORD** When students are ready, say, “Click on **Read and Record**. Then begin reading at the first word in the title.” Students should take as much time as they need for this first reading.
3. **RESPOND** After they have read and recorded the passage, ask students to fill in the graphic organizer.
4. **SELF-CHECK** Encourage students to click on **How Am I Doing?** to see which words they need to review and on **Play Back** to listen to their recording.

Read
to Me

Second Read

1. **GET READY** Say to students, “Now it is time to listen to someone else read the passage. Read along with the narrator.”
2. **LISTEN** Have students click on **Read to Me** to begin listening.
3. **RESPOND** Ask, “What does the author want you to remember about this topic?”

Read
and
Record

Self-Check

▶ Play
Back

✓ How Am
I Doing?

Third Read

1. **GET READY** Say to students, “Now it’s time for you to read the passage again and record yourself. This time, your goal is to read the passage in one minute.”
2. **RECORD** Say, “When you are ready, click on **Read and Record** and begin reading.” Explain to students that they can record the passage more than once.
3. **MONITOR** Students can review their work by clicking on **How Am I Doing?** to see their review words and on **Play Back** to listen to their recording.
4. **RESPOND** Tell students to complete the Review questions to check that they have understood the passage.



NOTE: For the complete Instructional Routine, see pages 36–38 of this Software Manual.



Fluency Award



Awarded to _____
for _____

Keep Up the Good Work!

Date

Signature