



Read Naturally[®]
Encore
Masters Edition

Placement Packet



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Introduction to the Placement Process

The purpose of this section is to explain what is involved in the placement process. Successful placement involves the correct selection of a level, series, and goal for each student. This section defines the terms level, series, and goal and describes each Read Naturally series available as an option for placement.

Important! To correctly place a student, it is essential that you individually assess the student for placement using the procedures and stories in this packet.

Overview of Initial Placement

Correct initial placement is crucial to success in Read Naturally Encore. Placing a student in Encore involves determining the appropriate level, series, and goal. You must select a combination of level, series, and goal that will challenge but not discourage the student. The reading material and the goal need to be difficult enough to require the student to practice reading the story several times to reach his or her goal. However, the level and goal should not be so difficult that the student gives up because of frustration.

Level

Stories are grouped into levels based on their difficulty. Levels range in difficulty from a first-grade reading level through an eighth-grade reading level. Read Naturally assigns stories to levels based on several readability formulas. Because a struggling reader can rarely make a full-year leap as he or she progresses, levels are available at almost every half year.

Series

For many of the levels, you have a choice of series. Regardless of the series you choose, the primary purpose of the program is to build fluency in developing and struggling readers. Some series focus on other areas of instruction in addition to fluency. The following series are available:

- Sequenced
- Phonics
- American Manners and Customs
- Idioms
- ME Spanish
- ME Resources for the Blind and Visually Impaired

Goal

The goal is the number of words a student must read correctly in one minute to pass a story. The goal must be high enough to require the student to practice several times but not so high that the student becomes frustrated.

Available Levels and Series

The Read Naturally program has several series, and multiple levels are available in each series. Use the following descriptions to become familiar with the options available.

Sequenced Series

Levels 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.6, 6.0, 7.0, 8.0

24 stories/book

Formats available: blackline masters with audio CDs; software; and web-based software


The Sequenced series is the basic series and is appropriate for any developing or struggling reader. This series spans through an eighth-grade reading level. The Sequenced materials build fluency and also support comprehension and vocabulary growth. Audio of a Spanish translation of each story is included in levels 1.0 through 4.5 in order to provide extra support for a Spanish-speaking student who is learning to read in English.

Hot Air Balloons

Story 15, Reading L4
Spectrum, Track 4

Review Key Words

burner	A burner is a part of a machine that makes heat.
heats	Heats means makes warmer.
heights	Heights are high places.
rise	When things rise, they go up.



Write a Prediction

Read the Story

<p>Are you afraid of heights? Then a hot air balloon is not for you. A hot air balloon is a very big balloon. It floats high above the ground. A basket can be tied to a hot air balloon. People can ride in the basket.</p> <p>A burner is at the bottom of the balloon. It heats the air inside the balloon. The air in the balloon gets</p>	<p>77 warm. Warm air is lighter than cold air. The warm air in the balloon is lighter than the cold air outside. This makes the hot air balloon rise. When the burner is turned off, the air cools. Then the balloon can land.</p> <p>Some hot air balloons are pretty. Some are brightly colored. They are fun to watch in the sky.</p>
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Copyright © 2012 Read Naturally, Inc. Read Naturally Encore, Version 1.0.0 25 Spectrum Level 2.0 Story 15, Hot Air Balloons

Hot Air Balloons

Answer the Questions

1. What is most of this story about?
 - a. being afraid of heights
 - b. balloons that float
 - c. floating in the sky
2. What warms the air in a hot air balloon?
 - a. a burner
 - b. heights
 - c. baskets
3. What does the word **floats** mean in this story?
 - a. heats
 - b. lands
 - c. stays up
4. Why does a hot air balloon land?
 - a. The air inside the balloon warms.
 - b. The air outside the balloon warms.
 - c. The air inside the balloon cools.
5. Why does a hot air balloon rise?
 - _____
 - _____
 - _____
 - _____
 - _____

Author Contact _____

Retell the Story

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A sample Sequenced story—Level 2.0

To see more sample stories . . .

- Sequenced series: Look at the placement stories that appear later in this packet to see an example of a Sequenced story at each level.
- All series: Visit the Read Naturally website (www.readnaturally.com) to see a sample story at each level for every series.

Phonics Series

Levels 0.8, 1.3, 1.8, 2.3, 2.6, 2.7

24 stories/book

Formats available: blackline masters with audio CDs; software; and web-based software

Like the Sequenced series, the Phonics series is primarily designed to build fluency and support comprehension and vocabulary growth. However, the Phonics series also provides supporting activities that focus on the decoding of featured phonics patterns:

Level 0.8	Short vowels	Level 2.3	R-controlled
Level 1.3	Long vowels	Level 2.6	Short vowels
Level 1.8	Blends/digraphs	Level 2.7	Long vowels


Each story includes many words with the featured pattern(s), a short audio phonics lesson, and a word list activity to support the development of phonics skills.

Hens

Story 12, Tracks 6-9
7:50-10:10

Review Key Words*

peck
pen
red



Write a Prediction

Read the Story**

Some chickens are hens. Hens help us.
 They **lay** eggs.
 Hens have two legs. Hens have two
 wings. Hens have long necks. Hens have
 red **combs**.
 Hens like to **peck**. Some hens are pets.
 Some hens live in a **pen**. Some hens eat
bugs. Some hens are fed **grain**.

word card _____ word card _____ grid _____
 - story _____ - story _____ link cards _____ also read _____
 Copyright © 2012 Read Naturally, Inc. Phonics Level 0.8—77001 Phonics/Short Vowels
 Read Naturally Encore, Version 1.0.0 Story 12, Hens (short e)

Hens

Answer the Questions

1. Some hens live in _____ .
pens necks fed

2. Hens have _____ .
hens red peck

3. Some chickens are _____ .
legs neck hens

4. Hens like to _____ .
red peck pen

5. How do hens help us?

Practice the Word List (short e)**

	6	10	
16	peck	pen	red
18	neck	hen	fed
21	deck	men	bed
24	heck	Ken	led
27	beck	ten	wed
30			

Practice 1: _____ Practice 2: _____ Practice 3: _____ Practice 4: _____ Practice 5: _____ Pencil!

Copyright © 2012 Read Naturally, Inc. Phonics Level 0.8—77001 Phonics/Short Vowels
 Read Naturally Encore, Version 1.0.0 Story 12, Hens (short e)

A sample Phonics story—Level 0.8 (short vowels)

American Manners and Customs Series

Levels 3.0, 3.5, 4.0, 4.5

12 stories/book

Formats available: blackline masters with audio CDs; software

This series is designed to acquaint an English language learner or a student with special needs with some American manners and customs as he or she works on reading fluency and comprehension. The stories have extra audio and vocabulary support to help a student who is new to the English language.


What Is Body Language?

Story 5, Tracks 1-27

Review Key Words

body language Body language is the movements of people's bodies and faces and the ways they stand or sit that tell others something about how those people feel.

nonverbal gestures Nonverbal means not using words. Gestures are movements of the body that help tell an idea or feeling.



Write a Prediction

Read the Story

When people learn a new language, they expect to learn many new things, including new words, new sounds, and new grammar. In addition, there's a new body language to learn.	77 83 89 94 100	Body language is not the same around the world. Certain gestures or facial expressions can send different messages in different cultures. For this reason, it's especially important to learn and understand the body language of a new culture.	77 83 89 94 100
What is body language? When we spend time with people, we receive messages from more than just the words they say. Their eyes, their hands, and their whole bodies also have something to communicate. The messages a person's body others is called body language.	106 112 117 122 130	Americans come from many places so their body language is not always the same. Still there are some consistent	106 112 117 122 130

What Is Body Language?

Learn New Words

body language² Body language is the movements of people's bodies and faces and the ways they stand or sit that tell others something about how those people feel. *Her crossed arms and squinted eyes her body language showed that she was angry.*

communicate² Communicate means to tell or share information and ideas. *My friend and I communicate by sending each other an email every week.*

consistent² Consistent means acting in a way that is always the same. *We have a consistent way of starting our school day; first we take attendance and then we turn in homework.*

cultures² Cultures are the beliefs, skills, arts, tools, traditions, and ways of life of different groups of people. *Many cultures value the freedom to say and write what you think.*

expect² Expect means to think something will happen or come. *The weatherperson told us to expect rain later in the day.*

facial expressions² Facial expressions are movements of the face that tell others something about how those people feel. *Her furrowed brows showed she was angry.*

important² Important means useful or valuable. *The weather report gives important information about storms.*

in addition² In addition means also or as well as. *After Simon thanked his family for helping him, he said, "In addition, I want to thank my teacher, Mr. Day."*

Answer the Questions

Identifying the main idea¹

- What is the main idea of this story?
 - It is important to learn a culture's body language as a way to communicate.
 - Words, sounds, grammar, and body language are all part of language.
 - Americans use gestures and facial expressions often.

Recalling a fact¹

- According to the story, what do people use to communicate besides words?
 - written symbols and signs
 - their eyes, hands, and whole bodies
 - their feet, hands, and faces

Getting meaning from context¹

- What does **spend time** mean in this story?
 - to pay money for time
 - to use time to do things
 - to have time alone

Making connections within the text¹

- How do people send nonverbal messages?
 - They copy the gestures of people they see.
 - They talk so much that their voices get tired.
 - They use their hands, eyes, and bodies to communicate.

Processing information¹

- Why is it important to learn the body language of a new culture? _____

Developing vocabulary¹¹

- Write bold-faced words from the story that mean the same as the bold-faced word or words in each sentence below.
 - Body language is a way to **tell ideas and feelings** with our bodies. _____
 - When he studied a language, he learned the **rules of writing and speaking**, along with the words. _____
 - He used his eyes to communicate; **also**, he used facial expressions. _____

Applying information¹¹

- Fill in the blanks with bold-faced words from the story. Jon and May want to go to France. For this _____, they will take a class to learn French. They will work hard to learn the words in this _____. They think it is _____ to learn the differences between the American and French cultures. They also think it will be important to understand the nonverbal _____ the people in France send. They want the people in France to understand the _____ messages they send too.

Number Correct: _____

A sample American Manners and Customs story—Level 4.5

Idioms Series

Levels 3.0, 3.5, 4.0, 4.5

12 stories/book

Formats available: blackline masters with audio CDs; software

This series is designed to provide a native English speaker or an English language learner an opportunity to learn common American idioms as he or she works on reading fluency and comprehension. Like the American Manners and Customs series, these stories include extra audio and vocabulary support.


That's Easy!
Story 7, Tracks 1-27

Review Idioms

in the bag If you have something in the bag, you are sure to get or achieve that thing.

piece of cake If something is a piece of cake, it is very easy or no trouble.

ace up your sleeve If you have an ace up your sleeve, you have an advantage that nobody knows about.



Write a Prediction

Read the Story

Rashim told Stacy he had the **spelling bee** in the bag. In other words, Rashim was saying he was **sure** to win the spelling bee. In the bag means that you are **certain** to get or **achieve** something.

Dan **applied** for a new job, but he wasn't **worried**. He thought he had the job in the bag because his sister was friends with the **employer**.

You might have something in the bag because it's a piece of cake. If something is a piece of cake, it is very easy or no trouble.

Vang knew he would win because running was very easy. The race would be a piece of cake for Vang.

116 Cooking was a piece of cake for Stacy because she went to school to become a **chef**.

124

132

133 Something might be a piece of cake for you because you have an **advantage** over others. When nobody knows about your advantage, you have an **ace up your sleeve**.

140

147

160

162 Harry won \$10,000 on the **quiz show**. But Harry had an ace up his sleeve: he had been **studying history** books all week. Harry was in a **better position** than his quiz show opponent.

168

176

182

190


words need _____
-anties _____ = gold score

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That's Easy!

Learn New Words

ace
An ace is a playing card with the highest point value. *With the points from one more ace, I can win the card game.*




achieve
Achieve means to complete, win, or make real. *When she sells the last shirt, she will achieve her goal of selling all the shirts.*

advantage
If someone has an advantage, that person has a better chance to succeed than someone else has. *Amy has the advantage in the race because she is the fastest runner.*

applied
Applied means you gave a company your name and work history to show that you want to be hired for a job. *I really need a summer job, so I applied at every store in the mall.*


certain
Certain means sure or positive. *I am certain that I will pass the test because I studied very hard this week.*

chef
A chef is a person who cooks for other people, often at a restaurant. *Many people liked the food that the chef cooked, so his restaurant was always busy.*



quiz show
A quiz show is a kind of television program in which people win prizes by answering questions about history and other topics. *She won a new car by answering the most questions correctly on a quiz show.*

sleeve
A sleeve is the part of a shirt that covers an arm. *The sleeve was longer than his arm, so it covered his hand.*



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Idioms Level 4.0

Answer the Questions

Applying the main idea

1. When are the idioms in this story most likely to be used?
a. when a person has entered a contest
b. when a person is reading a map
c. when a person writes a letter

Recalling a fact

2. What was the ace up Harry's sleeve?
a. He knew the people in charge of the contest.
b. He had been studying history books all week.
c. He had gone to school to become a chef.

Getting meaning from context

3. What does **position** mean in this story?
a. a person's beliefs about something
b. the spot or place someone is in
c. the job someone does at a company

Making connections within the text

4. Why was cooking a piece of cake for Sara?
a. because she spent a lot of time practicing in school
b. because she liked to eat things that tasted sweet
c. because she owned a successful restaurant

Processing information

5. Why did Dan think the job he applied for was in the bag?

Developing vocabulary

6. Write bold-faced words from the story that mean the same as the bold-faced word or words in each sentence below.

a. Jin worked hard to **accomplish** his goal of writing a five-page essay.

b. After I played in the rain, Mom was **feeling afraid** that I would be sick.

c. The **person who prepared the food** put an extra slice of bread on my plate.

Applying information

7. a. What would it be like to take a test that you knew you had in the bag?

b. What is a piece of cake for you? Why?

c. Would you want to compete in a contest against someone who had an ace up his sleeve? Why or why not?

Number Correct: _____

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Idioms Level 4.0

A sample Idioms story—Level 4.0

ME Spanish Series/Versión en Español

Levels 1.0, 1.5, 2.0, 2.5, 3.5R, 4.5R

24 stories/book


Formats available: blackline masters with audio CDs; software

Each Spanish story is, as much as possible, a word-for-word translation of the corresponding story in the ME Sequenced series (Masters Edition). A student whose first language is Spanish can work in the Spanish version first to gain an understanding of the story content and vocabulary before working through the story in English. Some teachers also use these stories to support a student who is learning to read in Spanish.

¿Se mueren?

Repaso de palabras claves

invierno la estación más fría del año
raíces las partes de un árbol que se encuentran debajo de la tierra
hojas las partes verdes de los árboles y plantas
agua líquido claro que se encuentra en los ríos, los lagos y los arroyos



Escribe lo que crees que vas a leer sobre "¿Se mueren?"

Lee la lectura:

Los árboles parecen estar muertos en el invierno, pero no están. Parecen estar muertos porque pierden todas las hojas. Pierden las hojas para ayudarse cuando hace frío. No sería bueno que los árboles tuvieran hojas en el invierno. Un árbol necesita tener siempre agua en el tronco, ramas y hojas. Un árbol pierde mucha agua al aire a través de las hojas. Las raíces traen agua de la tierra al árbol. En el invierno, la tierra se congela. Entonces, las raíces no pueden sacar agua de la tierra. Si el árbol tuviera hojas en el invierno, perdería toda el agua y moriría. Así que, los árboles deben perder las hojas antes de que llegue el invierno.

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Contesta las preguntas

- ¿De qué trata la mayor parte de esta lectura?
 - árboles en el invierno
 - agua en el invierno
 - árboles muertos
 - troncos de árboles
- ¿Cómo pierde agua un árbol?
 - por las raíces
 - por el tronco
 - por las ramas
 - por las hojas
- ¿Qué quiere decir tronco en esta lectura?
 - una caja grande
 - el ramo principal de un árbol
 - la nariz de un elefante
 - la parte muerta de un árbol
- ¿Por qué es difícil que los árboles obtengan agua en el invierno?
 - Hay poca lluvia.
 - El agua está muy honda.
 - Se congela la tierra.
 - Hay mucha nieve.
- ¿Por qué se moriría un árbol si no perdiera las hojas antes del invierno?

Número de respuestas correctas: _____

Escribe un resumen de "¿Se mueren?"

Número de palabras escritas: _____

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A sample story from the ME Spanish series—Level 2.0

ME Resources for the Blind & Visually Impaired

Sequenced Levels 1.0, 1.5, 2.0, 2.5, 3.0, 3.5R, 4.0, 4.5R, 5.0, 5.6, 5.8/6.0, 7.0R, 8.0 24 stories/book

Phonics Levels 0.8, 1.3, 1.8, 2.3, 2.6, 2.7 24 stories/book

Read Naturally offers resources that enable a blind or visually impaired student to take advantage of the ME Sequenced series and ME Phonics series (Masters Edition). A special CD for each level provides the following:

Placement Packet

- resource file compatible with software for embossing braille
- PDF and plain text resource files to use to create large print versions

ME Sequenced and ME Phonics series

- resource file of stories and questions compatible with software for embossing braille
- PDF and plain text resource files to use to create large print versions

Initial Placement

The purpose of this section is to guide you through the placement process. You will learn how to appropriately place a student in the Read Naturally program and how to confirm that placement is correct. Details are provided for all the steps of the initial placement process, including how to conduct a one-minute placement timing.

Steps for Initial Placement

Determine Level

1. **Estimate the reading level** of the student based on test scores and classroom performance.
2. **Find the placement story** in this packet that matches your estimate.
3. **Time the student** for one minute while he or she reads the story. Count the student's errors.
4. **Calculate the number of words** read correctly by subtracting the number of errors from the number of words read. Record the score on the Initial Placement Worksheet.
5. **Determine whether the level at which the student read is appropriate** for the student. The level is a match if the number of words the student read correctly falls within the range listed in the placement table.
6. If the level is not a match, **continue to test** the student on additional stories in this packet until you find the level at which the student reads within the corresponding range in the table.

Placement Table

Placement testing level	Scores in this range indicate a potential fit
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

wcpm = words correct per minute

If a student's scores fall between the ranges (for example, a student scored 61 when tested on level 3.0 but scored 55 when tested on level 3.5, so neither level is an exact match), then you must decide on a level based on the student's age, background knowledge, and motivation.

Select Series

7. **Select a series and level** from the table below that matches the student's placement testing level and educational needs. Circle your selection on the Initial Placement Worksheet.

Placement Testing Level	Series Options				
	Sequenced	Phonics	Amer. Manners & Customs	Idioms	ME Spanish Series
1.0	1.0	0.8 short vowels			1.0
1.5	1.5	1.3 long vowels			1.5
2.0	2.0	1.8 blends/digraphs			2.0
2.5	2.5	2.3 r-controlled			2.5
3.0	3.0	2.6 short vowels 2.7 long vowels	3.0	3.0	
3.5	3.5		3.5	3.5	3.5R
4.0	4.0		4.0	4.0	
4.5	4.5		4.5	4.5	4.5R
5.0	5.0				
5.6	5.6				
6.0	6.0				
7.0	7.0				
8.0	8.0				

Note: Resources for blind and visually impaired students are available in all ME Sequenced and ME Phonics levels.

Set Goal

8. **Set an initial goal** using the following guidelines, and record it on the worksheet:
 - Grades 1–4: **Add 30** to the placement score for the level selected, and round to the nearest 5.
 - Grades 5+: **Add 40** to the placement score for the level selected, and round to the nearest 5.
 - Levels 5.6+: If using two-minute timings, **double the goal**.

Initial Placement Worksheet

Student Name: _____ Date: _____

Grade: _____ Homeroom: _____

Instructions

(For full placement instructions, refer to the Placement Packet.)

1. Estimate the student's reading level. Time the student reading the placement story at that level for one minute. Count errors.
2. For the level tested, record the number of the last word read (A) and the number of errors (B). Compute wcpm score (A – B).
3. Compare the wcpm score to the placement table on the right.
 - **If score falls in the range:** Use the table below to select a series at the chosen level; circle or highlight your choice.
 - **If score does not fall in the range:** Continue testing other levels until the score falls in the range.
4. Set the goal rate based on the student's grade (for grades 1–4, add 30 to the placement test score for the level selected; for grades 5+, add 40 to the score).

Placement Table

Placement testing level	Scores in this range indicate a potential fit
1.0 to 3.0	30 to 60 wcpm
3.5 to 5.0	60 to 80 wcpm
5.6 to 7.0	80 to 100 wcpm
8.0	100 to 140 wcpm

wcpm = words correct per minute

Placement Testing Results

Placement Testing Level	Number of Last Word Read (A)	Errors (B)	WCPM score (A – B)	Series and Level (Circle one)					Goal
				Sequenced	Phonics	American Manners & Customs	Idioms	ME Spanish Series	
1.0				1.0	0.8 short vowels			1.0	
1.5				1.5	1.3 long vowels			1.5	
2.0				2.0	1.8 blends/ digraphs			2.0	
2.5				2.5	2.3 r-controlled			2.5	
3.0				3.0	2.6 short vowels 2.7 long vowels	3.0	3.0		
3.5				3.5		3.5	3.5	3.5R	
4.0				4.0		4.0	4.0		
4.5				4.5		4.5	4.5	4.5R	
5.0				5.0					
5.6				5.6					
6.0				6.0					
7.0				7.0					
8.0				8.0					

Series/Level: _____

Goal: _____

Conducting a One-Minute Timing

As you implement Read Naturally Encore, you will use a one-minute timing to:

- Screen a student using a benchmark assessment to determine who needs fluency support.
- Place a student in the correct level of Read Naturally materials.
- Conduct a student's cold timing (initially) as he or she begins each story.
- Conduct a student's hot timing when he or she completes work on each story.

Steps for Conducting a One-Minute Timing

1. Sit next to the student so that you can both see the story text (or make two copies).
2. Explain the purpose of the timing in terms the student can understand.
3. Read the title of the story to the student.
4. Set the timer for one minute, and then say, "When I hear your voice, I'll start my timer."
5. When the student begins reading, activate the timer.
6. As the student reads, tally his or her errors on a separate sheet of paper.

Guidelines for Counting Errors

- For each error, make a tally mark on a piece of paper (out of sight of the student).
 - Be consistent in what you count as an error. For recommendations on what should, and what should not, count as an error, see the tables that follow these steps.
7. When the timer sounds, tell the student to stop reading, and make note of the last word the student read.
 8. Count the number of words the student read in one minute.

Guidelines for Counting Words

- Each number on the left side of the story indicates the total number of words through the end of the previous line of text.
 - The words in the title do not count as words in the story. If the student reads the title, do not start the timer until the student reads the first word of the story.
 - Each word in the story counts as one word.
 - A number written as a numeral counts as one word.
 - Each word in a number written in words counts as one word.
 - An abbreviation counts as one word.
 - Each initial counts as one word when it appears within a person's name.
 - If two full words are connected by a hyphen, each word counts as one word.
9. Subtract the number of errors from the number of words read to determine the student's words-correct-per-minute (wcpm) score.

What Counts as an Error?

Description	Example	Errors:
<p>Mispronunciations and dropped endings</p> <p>If a student mispronounces a word or does not pronounce an ending, count it as an error.</p>	<p>Sentence: John caught a bass. Student: John caught a base.</p>	1
<p>Transpositions (out of sequence)</p> <p>If a student transposes two or more words, count each word read out of order as an error.</p>	<p>Sentence: Tim walked quietly away. Student: Tim quietly walked away.</p>	2
<p>Hesitations (words supplied by the examiner)</p> <p>If a student hesitates for three seconds, tell the word to the student, and count the word as an error.</p>	<p>Sentence: Tom walked his dog. Student: Tom . . . (3-second pause) Examiner: walked Student: his dog.</p>	1
<p>Omissions</p> <p>If a student skips a word, several words, or an entire line, count each skipped word as an error.</p>	<p>Sentence: He is in the big chair. Student: He is in the chair.</p>	1
<p>Substitutions</p> <p>If a student substitutes one word for another, even if the substitution is a synonym, count it as an error.</p>	<p>Sentence: I went to my house. Student: I went to my home.</p>	1
<p>Repeated errors</p> <p>If a student makes the same error more than once, count each instance as an error.</p>	<p>Passage: The cat likes milk. She drinks it every day. The cat likes me. Student: The cat licks milk. She drinks it every day. The cat licks me.</p>	2

Note: All guidelines for counting errors, including the repeated errors rule, apply to proper nouns.

What Doesn't Count as an Error?

Description	Example	Errors:
<p>Mispronunciations and dropped endings due to speech problems or dialect</p> <p>Mispronunciations due to speech problems or dialect are typically not counted as errors.</p>	<p>Sentence: Pam made it for him. Student: Pam made it fo him.</p>	0
<p>Self-corrections</p> <p>If a student self-corrects an error, count the word(s) as correct.</p>	<p>Sentence: I ran to the park. Student: I ran to the pan . . . park.</p>	0
<p>Repetitions</p> <p>If a student repeats words or phrases while reading, do not count the repetitions as errors.</p>	<p>Sentence: I am happy. Student: I am . . . I am happy.</p>	0
<p>Insertions</p> <p>If a student adds words, do not count the words as errors. Counting insertions as errors would result in subtracting them from the number of words read correctly, giving the student a lower number of wcpm than he or she actually read.</p>	<p>Sentence: Sheila cried hard. Student: Sheila cried very hard.</p>	0

Other Placement Considerations

The steps for initial placement will place most of your students in the appropriate levels with suitable goals. However, a few students may require additional considerations, which are discussed on the following pages.

Out-of-Range Placement

If a student's score is above the placement table range in one level, but below the placement table range in the next level, you must decide which of the two levels is best for the student. Consider criteria such as the student's grade level, comprehension skills, oral vocabulary level, motivation, and frustration level.

Placement Example: Kyle

Kyle is in fifth grade, but you estimate that he reads at a third-grade level, even though he has a good oral vocabulary. On the placement tests, he reads as follows:

- Level 3.0: He reads through word number 66 in one minute, making three errors.
- Level 3.5: He reads through word number 59 in one minute, making two errors.

In level 3.0, Kyle reads 63 wcpm. When you compare his score to the Placement Table, you see it is above the range of 30 to 60 wcpm for levels 1.0 to 3.0. In level 3.5, Kyle reads 57 wcpm, which is below the range of 60 to 80 wcpm for levels 3.5 to 5.0.

His scores do not fit into either range, so you must choose between the two levels based on your knowledge of Kyle's comprehension skills, oral vocabulary level, motivation, and frustration level. Because Kyle is an older student with a good vocabulary, you decide to challenge him with the higher level—3.5.

After deciding on a level, you look at the series options for level 3.5 so that you can choose materials for him. Your options are the Sequenced, American Manners and Customs, Idioms, or ME Spanish series. Kyle is a native English speaker with a good oral vocabulary, so you decide he does not need the extra support of the American Manners and Customs, Idioms, or ME Spanish series. You decide to use the Sequenced series.

Finally, you determine a goal for Kyle. Since he is in fifth grade, you add 40 to the number of words he read correctly on the level 3.5 placement test ($57 + 40 = 97$) and round down to 95.

Placing a Beginning Reader

For a beginning reader, there is an exception to the placement process. On the placement test, students who fall below the placement table range on the lowest placement level, 1.0, will still be able to work successfully in Read Naturally *if they know beginning sounds and can recognize about 50 written words*.

Note: To work in Read Naturally, beginning readers do not need to know the words from any particular word list. When a student knows beginning sounds and approximately 50 words, the student usually has the skill to recognize whether the word he or she is viewing in the story text matches the word being spoken by the narrator.

At placement level 1.0, you have a choice of series (Sequenced level 1.0, Phonics level 0.8, or ME Spanish series level 1.0). After choosing a series, set the goal as usual by adding 30 to the student's score on the placement test.

Students who are not yet ready to work independently in these series but who know 15 to 20 words may start in Read Naturally's GATE (Group and Tutoring Edition) for phonics level 0.8. GATE offers direct phonics instruction for students in small groups, in addition to fluency support. For more information on GATE, visit the Read Naturally website (www.readnaturally.com).

Placement Example: Jessie

Jessie is in second grade, and English is her native language. On her placement test in level 1.0, she read 26 words correctly per minute. She knows beginning sounds but can recognize only 60 written words. Can she work in Read Naturally? If yes, what level might be appropriate?

Jessie can work in Read Naturally even though her score fell below the placement table range of 30–60 wcpm for level 1.0, because she knows beginning sounds and more than 50 written words.

As a beginning reader, Jessie can work in either Phonics level 0.8 or Sequenced level 1.0. If she needs practice in decoding words with short vowels, place her in Phonics level 0.8 to provide some phonics instruction along with the fluency practice. If Jessie is receiving good phonics instruction and does not need more phonics practice, put her in Sequenced level 1.0 to work on fluency, comprehension, and vocabulary alone.

Set her goal by adding 30 to her score for the level 1.0 placement story and rounding to the nearest five ($26 + 30 = 56$ wcpm, and round down to get 55 wcpm).

Placing a Student in the Phonics Series

The Phonics series is appropriate for any first- or second-grade student who is beginning to learn phonics. Also consider using the Phonics series with older students if the placement test indicates the student should work in level 3.0 or below and you believe the student requires phonics instruction and practice. Place a student in a Phonics level by first determining his or her placement test score. Then determine whether the suggested Phonics level is a good match for the student's phonics needs.

Placement Examples: Ellen, Ted, and Mike

Ellen's placement test indicated that placement level 1.5 is a good fit. The Series Options table shows that the corresponding Phonics level is 1.3, and the 1.3 Phonics curriculum focuses on long vowels. If Ellen needs to work on long vowels, then Phonics level 1.3 is a good fit.

Ted's placement test indicated that placement level 2.0 is a good fit. Ted needs instruction and practice on both long vowels and blends and digraphs. The corresponding Phonics level for him is 1.8, which works on blends and digraphs. Place him in Phonics level 1.8. Do not put Ted in level 1.3 to work on long vowels; that level is too easy. Instead, work with him on long vowels outside of the Read Naturally program.

Mike's placement test indicated that placement level 2.0 is a good fit, so the suggested Phonics level is again 1.8 (blends and digraphs). Suppose your knowledge of Mike suggests that he needs work on long vowels but not blends and digraphs. Do not put Mike in Phonics level 1.3 even though it works on long vowels, because that level is too easy for him. In this case, place Mike in the Sequenced curriculum for level 2.0, and work on long vowels using another supplementary program.

If the student's fluency needs and phonics needs do not match, as in the example of Mike, you might consider providing the student with lists of words that address particular decoding deficiencies and instruct the student to practice the lists to a level of automaticity. Read Naturally offers a supplemental phonics curriculum called Word Warm-ups to meet this need. This curriculum is designed to develop mastery and automaticity in the decoding of words with common phonics and syllable patterns. A student with phonics needs can benefit by spending a few minutes each day on Word Warm-ups. For information on Word Warm-ups, visit the Read Naturally website (www.readnaturally.com).

Placing a Student in Sequenced Levels 5.6 and Above

If you place a student in level 5.6 or above, consider requiring two-minute timings for his or her practice and hot-timing steps. Since the stories have more words than the stories at lower levels, the two-minute timing gives the student a chance to read more of the story and provides the student an opportunity to become accustomed to reading for longer periods of time.

Set a two-minute goal by doubling the recommended goal for the one-minute timing. When graphing scores, a student can use the graph numbered to 400. The student can use the standard electronic timer or the words-per-minute calculating timer.

Note: Always conduct a one-minute timing for placement timing and cold timings. One-minute timings provide sufficient data for placement and cold timings with less frustration for the student.

Placing a Student in the ME Spanish Series

For the most part, the Spanish stories are word-for-word translations of the corresponding stories in the ME Sequenced series. These stories were developed so that native Spanish speakers can read along with the Spanish version first, to gain an understanding of the story content and vocabulary, before working through the story in English. If using the Spanish series in this way, place the student using the English Sequenced stories. Once the student is placed, ask him or her to read through the Spanish story with the audio recording first. Then have the student work through all the Read Naturally steps with the corresponding English story.

Some teachers also use these stories to support students who are learning to read in Spanish. Spanish placement guidelines are not available for teachers using the ME Spanish series in this way. To place students in the Spanish levels, teachers use their expertise, knowledge of the student, and the English placement table combined with an awareness that Spanish is read at a slightly lower words-correct-per-minute rate than English. Spanish words have more syllables on average than English words, and consequently, a student will read fewer Spanish words in one minute compared to English. Full-sized samples of stories from the ME Spanish series are available on the Read Naturally website (www.readnaturally.com).

Confirming Initial Placement

Confirming initial placement is the process of checking the student's level of reading material and goal to make sure the initial placement was appropriate. Check the student's initial placement after he or she completes two or three stories.

Refer to the student's story pages and graphs to find the necessary data to verify that the student meets the initial placement criteria. The criteria are as follows:

- The cold-timing scores are approximately 30 less than the goal for a student below fifth grade or 40 less than the goal for a student in fifth grade or above.
- The student is able to reach his or her goal after practicing three to ten times.
- The student's hot-timing scores are at or just above his or her goal with three or fewer errors.
- The student answers most of the questions correctly on the first attempt or with some support.

If the student data meets most of the initial placement criteria, the placement was correct. The student should remain in the same level of material with the same goal for at least several more stories. As the student continues in Encore, you will adjust the level and goal using story data recorded on the graphs.

If the student does not meet one or more of the initial placement criteria, consider raising or lowering the student's goal in order to meet the criteria. If you decide to raise or lower the student's goal, explain to the student that you made an error when placing him or her. Reevaluate placement after several more stories.

If the student meets the initial placement criteria, but has some difficulty with the comprehension questions, offer additional comprehension support, but do not change the level or goal. Reevaluate the level and goal after several more stories.

Frequently Asked Questions About the Placement Process

My student ended up fitting in a level where she made many mistakes on the placement test. Is that OK?

You can successfully place a student in a level even if he or she makes many errors on the placement test. You can place a student in a challenging level because once the student starts working in the Read Naturally program, the student will be getting support. The student will read the story along with a narrator several times, learning unknown words. Then the student will have an opportunity to practice the story many times. This high level of support means that you can place a student in a level of Read Naturally material that is challenging, because the challenge accelerates learning.

How do I know whether an older student should be in the Phonics series?

To determine whether an older student can benefit from the Phonics series:

- Notice what the student does with unknown words when reading. If the student is just guessing without sounding out the word, he or she may need phonics instruction or practice.
- Listen to the student read unpracticed text, and mark his or her errors. For this error analysis, do not time the student. Analyze the errors, looking for patterns.
- Conduct a phonics screening assessment using a tool such as Read Naturally's Quick Phonics Screener (QPS).

Can I use a student's score from reading assessments like RFBA, Benchmark Assessor Live, or DIBELS to place students in Read Naturally?

To correctly place a student in the Read Naturally program, you must use the Read Naturally placement stories and procedures. Each placement story correlates to the reading difficulty of the other stories in its same level. Also, a student is typically placed in the Read Naturally program half a grade above instructional level because of the audio support provided during the read along step. Placement stories can be found in the Read Naturally Encore Placement Packet, the Read Naturally SE placement program, or the Read Naturally Live placement program.

Reading assessments will not place a student accurately in the Read Naturally program because the stories from other assessments are not written to correlate to the stories in the Read Naturally levels. The stories in benchmark assessments like Reading Fluency Benchmark Assessor (RFBA), Benchmark Assessor Live (a component of Read Live), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) are grade-level passages developed to screen students for reading difficulties and/or to monitor student progress in reading. Consequently, using other reading assessment results will not give you the information you need to correctly place a student in the Read Naturally program.

Placement Stories

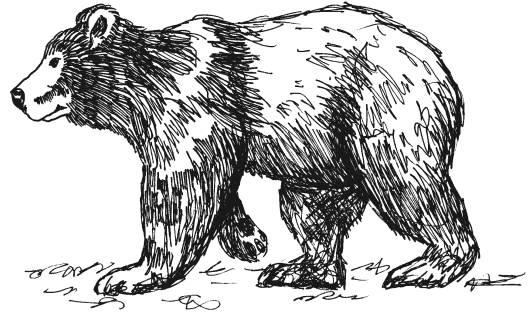
Use the stories on the pages that follow to test a student to determine his or her placement level. Before testing a student for placement, review the instructions for placement presented earlier in this packet.

Note: This section includes both the story page and the comprehension activities page for each story to illustrate the difficulty of questions and activities at each level. Typically, however, you do not ask students to complete the comprehension questions or other activities during placement.

Bears

Review Key Words¹

- strong** If you are strong, you can lift or move heavy things.
- hit** A hit is a quick, hard touch.
- legs** Legs are the body parts of animals and people that help them walk and stand.



Write a Prediction

Read the Story²⁻⁴

6 Bears are **big** animals. They have
 13 big heads. They have big feet. Bears
 20 are very **strong** animals. They can kill
 27 with one **hit**. They have **short legs**.
 34 Bears have little ears. They have little
 40 eyes. Bears have **fur**. Most grizzly
 46 bears have brown fur. Some black
 54 bears have brown fur. The fur of a
 61 polar bear looks white. Cubs are baby
 62 bears.

words read _____		words read _____		goal _____
- errors _____ = _____		- errors _____ = _____		_____
cold score		hot score	expression	date passed

Bears

Answer the Questions

1. What is most of this story about?
 - a. how big bears are
 - b. what color bears are
 - c. what bears are like

2. What color are most grizzly bears?
 - a. white
 - b. brown
 - c. black

3. What does the word **fur** mean in this story?
 - a. thick hair on an animal
 - b. short, strong legs
 - c. a baby bear

4. What part of a bear is very strong?
 - a. ears
 - b. eyes
 - c. legs

5. What can bears do with their feet?

Number Correct: _____

Retell the Story

Number of Words Written: _____

Giraffe

Answer the Questions

1. What is most of this story about?
 - a. the giraffe's nose
 - b. small groups
 - c. a very tall animal
2. What does a giraffe eat?
 - a. dust
 - b. leaves
 - c. animals
3. What does the word **rests** mean in this story?
 - a. leans
 - b. waits
 - c. closes
4. Why does a giraffe need a long neck?
 - a. to help it stand up
 - b. to keep dust out of its nose
 - c. to get leaves from trees
5. Name some things a giraffe can do that a person cannot do.

Number Correct: _____

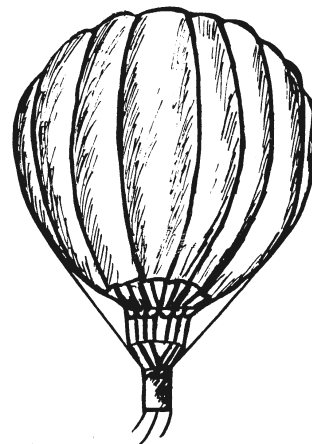
Retell the Story

Number of Words Written: _____

Hot Air Balloons

Review Key Words¹

- burner** A burner is a part of a machine that makes heat.
- heats** Heats means makes warmer.
- heights** Heights are high places.
- rise** When things rise, they go up.



Write a Prediction

Read the Story²⁻⁴

6 Are you afraid of **heights**? Then
 15 a hot air balloon is not for you. A
 23 hot air balloon is a very big balloon.
 30 It **floats** high above the ground. A
 38 basket can be tied to a hot air
 44 balloon. People can ride in the
 45 basket.

53 A **burner** is at the bottom of the
 60 balloon. It **heats** the air inside the
 60 balloon. The air in the balloon gets

67 warm. Warm air is **lighter** than cold
 74 air. The warm air in the balloon is
 82 lighter than the cold air outside. This
 89 makes the hot air balloon **rise**. When
 96 the burner is turned off, the air **cools**.
 104 Then the balloon can **land**.

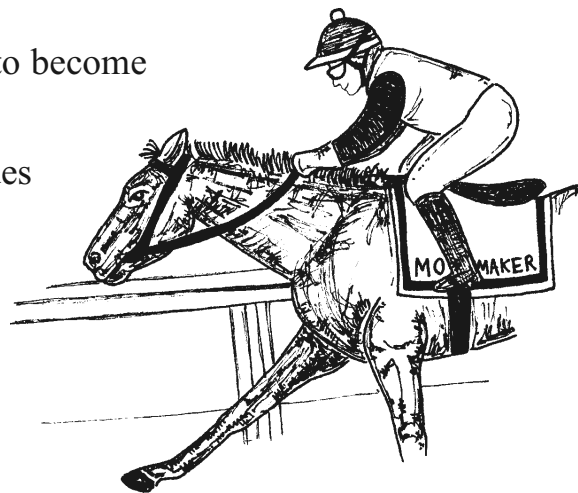
109 Some hot air balloons are pretty.
 115 Some are brightly colored. They are
 121 fun to watch in the sky.
 127

words read _____	words read _____	goal _____
- errors _____ = _____	- errors _____ = _____	_____
cold score	hot score	expression date passed

Julie Krone

Review Key Words⁶

- trained** Trained means worked hard to become good at something.
- jockey** A jockey is someone who rides a horse in a race.
- top** Top means best or highest.
- pay off** To pay off means to give good results.



Write a Prediction

Read the Story⁷⁻⁹

5 Julie Krone began riding horses
 13 before she was 3 years old. She was
 21 only 5 when she won her first prize
 29 at a horse show. As a **teen**, Julie
 35 decided she wanted to become a
 40 **jockey**. Most jockeys were men.
 46 Many people thought that women did
 53 not belong in horse racing. But Julie
 59 believed in herself. She believed she
 65 could make her **dream** come true.

71 Julie **trained** hard for many years.
 78 Slowly, her work began to **pay off**.
 87 By age 25, she was one of the **top**
 jockeys in the United States. In

93 1993, Julie won the Belmont Stakes.
 99 She was the first woman to win this
 107 **major** race.

109 Julie was **injured** many times
 114 while racing. But she always got
 120 back on a horse. By the time Julie
 128 stopped racing, she had won
 133 thousands of races. She had shown
 139 the world that she was a great jockey.
 147 In 2000, she became the first woman
 154 ever to be **voted** into the United
 161 States horse racing **Hall of Fame**.
 167

words read _____	words read _____ goal _____
- errors _____ = _____	- errors _____ = _____
cold score	hot score expression date passed

Kinkajou

Answer the Questions

1. What is the main idea of this story?
 - a. Nectar is a sweet treat for rainforest animals.
 - b. Kinkajous help pollinate flowers in the rainforest.
 - c. Kinkajous are carnivores that have sharp claws and teeth.

2. What do kinkajous seem to prefer to eat?
 - a. pollen
 - b. insects
 - c. fruit

3. What does the word **classified** mean in this story?
 - a. made an advertisement
 - b. kept something a secret
 - c. put into a certain group

4. How do kinkajous help keep the rainforest healthy?
 - a. by eating small animals
 - b. by pollinating flowers in the rainforest
 - c. by drinking sweet nectar

5. How are kinkajous different from most carnivores?

6. Match each word with its definition.

1. prefer	a. ___ drops suddenly
2. carnivores	b. ___ like dust
3. powdery	c. ___ meat eaters
4. plunges	d. ___ favor over another

Number Correct: _____

Summarize the Story

Number of Words Written: _____

Velcro

Review Key Words¹

- attach** Attach means to connect things together.
- burs** Burs are prickly coverings of the seeds of some plants.
- hooks** Hooks are curved things used for catching and holding.
- loops** Loops are shapes that are nearly round.



Write a Prediction

Read the Story²⁻⁴

5 Have you ever **wondered** how
11 people get ideas to make new
15 **inventions**? Sometimes people get
18 ideas by looking in **nature**. Velcro, now
22 a very popular **fastener**, was **discovered**
25 this way.

30 One day, George de Mestral took a
33 walk through the woods. Along the
37 way, several **burs** stuck to his clothes.
40 As George pulled the burs off of his
43 clothes, he wondered what made them
46 stick so well. So he looked at them
49 under a **microscope**. Looking through
52 the microscope, George could see that
55 the burs had tiny **hooks** all over them.

91 The hooks caught on the **loops** of his
93 clothes. George began to think about
96 making a fastener with hooks on one
99 side and loops on the other.

112 Many people laughed at George at
115 first, but he had **the last laugh**. He
118 found a way to make his fastener and
121 named it Velcro. Now people use
124 Velcro to **attach** all kinds of things.
127 People use Velcro to **fasten** their shoes,
130 their clothes, and their backpacks. Even
133 **astronauts** use Velcro. The Velcro
136 helps them keep things from floating
139 away in space.

words read _____ words read _____ goal _____
- errors _____ = _____ - errors _____ = _____
cold score hot score expression date passed

Velcro

Answer the Questions

1. What is the main idea of this story?
 - a. Velcro was invented after George saw how burs attached to clothes.
 - b. Several burs stuck to George's clothes as he walked through the woods.
 - c. Astronauts use Velcro to keep things from floating away in space.

2. What do burs have all over them?
 - a. loops
 - b. fasteners
 - c. hooks

3. What does the word **fasten** mean in this story?
 - a. invent something
 - b. join together
 - c. fast or quick

4. Why did George use a microscope to look at the burs?
 - a. He was looking for little animals.
 - b. He wanted to see what made burs stick.
 - c. He was a scientist studying plants.

5. List four things people use Velcro for today.

6. Match each word with its definition.

1. discovered	a. ___ thought about
2. microscope	b. ___ learned about
3. inventions	c. ___ instrument to see tiny things
4. wondered	d. ___ new things people create

Number Correct: _____

Summarize the Story

Number of Words Written: _____

Spiral Island

Answer the Questions

1. What is the main idea of this story?
 - a. Richart Sowa used 250,000 plastic bottles as part of the base for an island.
 - b. Richart Sowa created two tropical islands that did not hurt the environment.
 - c. Richart Sowa built Spiral Island II after a hurricane destroyed the first Spiral Island.

2. Where did Sowa's washing machine get its power?
 - a. from wood
 - b. from the sun
 - c. from ocean waves

3. What does the word **base** mean in this story?
 - a. the bottom part of something
 - b. a place where supplies are kept
 - c. wood covered with sand

4. Why did Sowa use power from the sun and waves?
 - a. so he wouldn't hurt the environment
 - b. because he didn't have wood to burn
 - c. because the island was so small

5. How did plants help Sowa?

6. An antonym is a word that has the opposite meaning of another word. Match each word with its antonym.

1. stable	a. ___ dream
2. reality	b. ___ destroying
3. hurricane	c. ___ natural
4. artificial	d. ___ shaky
5. constructing	e. ___ calm

7. Number the events below in the correct order.
 - ___ Sowa planted fruits and vegetables.
 - ___ Sowa put nets around plastic bottles.
 - ___ Sowa gathered bottles from the coast.
 - ___ Sowa had a dream of living on an island.
 - ___ Plant roots made the island's base more stable.

Number Correct: _____

Summarize the Story

Number of Words Written: _____

A Marathon of Hope

Review Key Words⁶

- marathon** A marathon is a race in which people run about 26.2 miles.
- inspired** Inspired means made others want to do something or try for something.
- amputated** Amputated means cut off a body part, usually by a doctor.
- prosthetic leg** A prosthetic leg is an artificial leg used to replace a leg that is missing. Many prosthetic legs are made of plastic or other sturdy materials.



Write a Prediction

Read the Story⁷⁻⁹

8 For 143 days, Terry Fox ran nearly a
 16 **marathon** each day. His goal was to run
 22 across Canada—over 5,000 miles! Terry
 29 ran to raise **donations** for **cancer research**.
 37 And he set out on this **incredible** journey
 41 with only one leg.

48 Three years earlier, when Terry was 18,
 56 he learned that he had bone cancer. To
 62 prevent the cancer from spreading, doctors
 69 **amputated** Terry's right leg and replaced it
 77 with a **prosthetic leg**. Terry didn't **dwell** on
 83 his **misfortune**; instead, he worked on
 89 learning to walk and run again.

95 Terry **recovered**, but he thought about
 102 all the people still suffering from cancer.
 111 He decided to run across Canada and call it
 the "Marathon of Hope." His goal was to

119 raise money to help cure cancer and give
 127 hope back to people with the disease.

134 Terry ran from dawn to nightfall. He
 141 ran in rough weather and when he wasn't
 149 feeling well. Terry's **determination**
 153 **inspired** thousands of people. But then,
 159 after 143 days and 3,339 miles, Terry was
 167 forced to **abandon** his run—his cancer had
 175 returned.

176 Sadly, Terry died the next year. But he
 184 had already raised millions of dollars, and
 191 his **cause** lived on. Every year, people
 198 **organized** races in Terry's honor. These
 204 races helped raise millions more for cancer
 211 research.
 212

words read _____	words read _____
- errors _____ = _____	- errors _____ = _____
cold score	hot score expression date passed

A Marathon of Hope

Answer the Questions

1. What is the main idea of this story?
 - a. Every year, people raised money for cancer research when they organized races in honor of Terry Fox.
 - b. After losing his leg to cancer, Terry Fox ran nearly a marathon each day to raise money and inspire hope.
 - c. When Terry Fox was 18, he learned that he had bone cancer, and doctors amputated his right leg.
2. Why was Terry forced to abandon his run?
 - a. His cancer returned.
 - b. Doctors had to amputate his leg.
 - c. The weather was rough.
3. What does the word **determination** mean in this story?
 - a. ability to raise donations
 - b. illness or suffering
 - c. willingness to keep trying
4. Which of his goals did Terry meet?
 - a. He organized races every year.
 - b. He ran over 5,000 miles across Canada.
 - c. He raised millions of dollars for cancer research.
5. How did Terry's run give hope to people with cancer?

6. Match each word with its definition.

1. abandon	a. ___ got better
2. cause	b. ___ give up
3. recovered	c. ___ planned and put together
4. misfortune	d. ___ a goal someone works for
5. organized	e. ___ something that causes sadness
7. Number the events below in the correct order.
 - ___ Terry set a goal to run across Canada.
 - ___ Terry learned he had bone cancer.
 - ___ Terry ran nearly a marathon each day.
 - ___ People organized races in Terry's honor.
 - ___ Doctors amputated Terry's right leg and gave him a prosthetic leg.

Number Correct: _____

Summarize the Story

Number of Words Written: _____

Antoni Gaudí

Answer the Questions

1. What is the main idea of this story?
 - a. Antoni Gaudí designed a strange building with a roof that looks like the back of a dragon.
 - b. At first many people disliked Antoni Gaudí's style, but over time more people came to appreciate it.
 - c. Antoni Gaudí was an architect who found inspiration for his designs in his love of nature.

2. Which of Gaudí's designs looks like a lizard?
 - a. the fountain
 - b. the winding bench
 - c. the stone columns

3. What does the word **structures** mean in this story?
 - a. things that have been made
 - b. things found in nature
 - c. things that are not predictable

4. What forms from nature helped make Gaudí's designs unpredictable?
 - a. straight lines
 - b. sharp corners
 - c. curved shapes

5. How was Gaudí's style different than what people were used to seeing?

6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.

1. forms	a. ___ pillars
2. resembles	b. ___ shapes
3. winding	c. ___ value
4. columns	d. ___ curved
5. appreciate	e. ___ matches

7. Fill in each blank with a bold-faced word from the story.
 Antoni Gaudí was an _____ from Barcelona. Nature was an _____ for many of his works. He made winding, sloping, and _____ designs, like the ones he saw in nature. He used colors, forms, and _____ that reminded him of the outdoors. Many people were not able to _____ his style right away.

Number Correct: _____

Summarize the Story

Number of Words Written: _____

The Hindenburg

precautions

Precautions are actions taken ahead of time to guard against dangers or mistakes.

hydrogen

Hydrogen is a gas that has no color or smell and burns easily.

flammable

Flammable means that something burns easily.

rigid airship

A rigid airship is a vehicle that travels in the air. It floats by means of balloons or gasbags. The ship is rigid, or unbendable, because it has a frame.

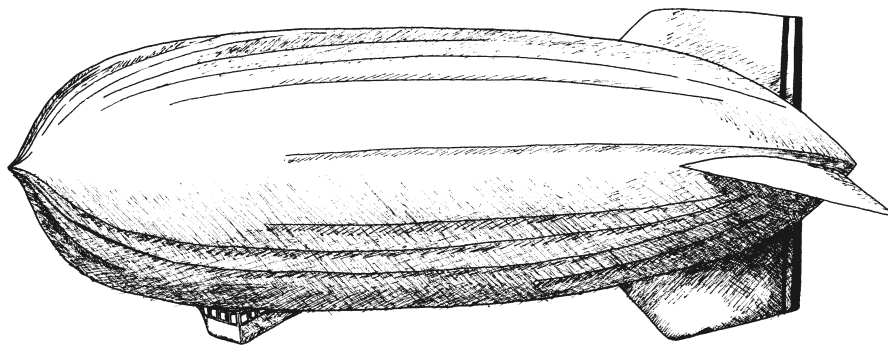
Can you imagine an **aircraft** the size of three football fields? The German-built Hindenburg was a **rigid airship** that was almost that long. Its **massive frame**, made of mostly **aluminum** and **copper**, measured over 803 feet long and 135 feet in **diameter**. Sixteen **gasbags** held the more than seven million **cubic feet** of **flammable hydrogen** gas needed to lift the ship into the air.

The **designer** wanted to fill the Hindenburg with **helium**, not hydrogen. Helium is much safer because it is not flammable. At the time, only the United States made helium. But due to **political** problems, the Germans could not buy helium from the United States. So hydrogen filled the Hindenburg's gasbags instead.

The Germans knew using hydrogen could cause the Hindenburg to come to a **fiery** end. So they took care to prevent such a **disaster**. A special **gel lined** the gasbags to reduce the **risk** of leaks. And the crew checked the gasbags often for leaks. The crew even wore spark-**resistant** boots when walking in the padded

catwalks. Even the passengers had to follow a number of rules in order to make the Hindenburg safe. They had to give up their lighters and matches and smoke only in a fireproof smoking room. A lighter in the middle of the smoking room **provided** passengers with the only way to light their cigarettes. All of these **precautions**, however, could not save the Hindenburg.

On May 3, 1937, the Hindenburg left Germany on its way to America. While **on board**, the passengers traveled **in style**. They ate in a fancy dining room and looked out over the ocean from the **observation deck**. Just after 7:00 p.m. on May 6, it was finally time to land. Suddenly, while hundreds of people watched, the Hindenburg burst into flames, killing about 35 of the near 100 people on board and one person on the ground. In less than a minute, the Hindenburg burned completely. After the Hindenburg disaster, travel by rigid airship came to an end.



words read _____

- errors _____

= _____
cold score

words read _____

- errors _____

= _____
hot score

goal _____

expression

date passed

The Hindenburg

Identifying the main idea

1. What is the main idea of this story?
 - a. People took great care to make the Hindenburg safe, but its last flight ended in disaster.
 - b. The Hindenburg disaster marked the end of travel by rigid airship.
 - c. The Hindenburg was a German-made rigid aircraft that was the size of three football fields.

Recalling a fact

2. What was in the Hindenburg's gasbags?
 - a. aluminum
 - b. helium
 - c. hydrogen

Getting meaning from the context

3. What does **frame** mean in this story?
 - a. accuse or blame
 - b. doorway
 - c. inside structure

Making connections within the text

4. Why were the catwalks padded?
 - a. to prevent a spark from starting a fire
 - b. to add beauty to the Hindenburg
 - c. to make it easier to walk on them

Connecting author's ideas with reader's ideas

5. What may have contributed to the Hindenburg disaster?

Summarizing information

9. Write three facts from the story that support this statement: People took many precautions to make the Hindenburg safe.

Developing vocabulary

6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.

1. risk	a. ___ burning
2. massive	b. ___ planner
3. fiery	c. ___ danger
4. provided	d. ___ huge
5. designer	e. ___ supplied

Attending to details

7. Fill in each blank with a bold-faced word from the story.
 The _____ of the Hindenburg wanted to use a safe gas. Instead, the Hindenburg's gasbags were filled with _____. The gas they used was very _____. Because of this unsafe gas, the Hindenburg came to a _____ end. Many of the people _____ died, and travel by rigid airship ended.

Processing information

8. Why were so many people watching the Hindenburg land?

Enrichment Activity

Dirigibles and blimps are airships that look like balloons and are filled with a gas. Read about dirigibles and blimps, and write what type of gas is used to fill them and how they are used today.

An Ellis Island Experience

deported

Deported means made someone leave a country.

immigrants

Immigrants are people who move to a different country to live.

detained

Detained means delayed or held someone for a time.

reunited

Reunited means came together again.

8 Millions of people have traveled to the U.S.
 17 throughout its history in hopes of starting a new
 23 life. Between 1892 and 1954, **prospective**
 29 **immigrants** commonly arrived at Ellis Island.
 37 Many of their stories **express** the excitement of
 45 reaching New York Harbor after weeks at sea.
 52 Yet their stories often **convey** less positive
 59 feelings too. Getting through Ellis Island could
 66 be **trying** and scary. New languages, new
 72 foods, crowded spaces, and separation from
 78 family members often caused stress. Plus,
 85 people worried whether they would get to
 94 remain in the U.S. after all their efforts. They
 102 knew that not everyone who came to Ellis
 108 Island did. **Officials detained** and sometimes
 114 **deported** people for **various** reasons. For
 120 example, those with certain medical problems
 128 had to wait on Ellis Island until officials
 134 **determined** whether they were healthy enough
 141 to enter the country. One person who
 146 experienced such struggles was Angelina
 147 Palmiero.

155 In 1923, 10-year-old Angelina boarded a
 164 ship with her mother and sisters. She wanted to
 175 join her father in the U.S. Still, she was sad to
 182 leave her grandparents behind in Sicily. After
 191 about two weeks at sea, the eager voices of
 198 fellow passengers alerted Angelina to the sight
 207 of the Statue of Liberty. Ellis Island was too
 216 full to take in the ship's passengers right after
 it **docked**. For days, Angelina and her family

224 waited to **disembark**. During this time, her
 231 father came alongside the ship on a tugboat.
 239 Angelina looked down at the smaller **vessel** and
 247 saw him for the first time in several years.

256 Once on Ellis Island, Angelina's mother and
 263 sisters passed their **inspections** and went to
 270 Pennsylvania with Angelina's father.
 274 Meanwhile, officials took a sobbing Angelina
 280 to the hospital. During the **voyage**, she had
 288 developed a fever and swollen **glands**.
 294 Angelina stayed on Ellis Island without her
 301 family for 23 days until officials sent a message
 310 to them that she had recovered. Finally, she
 318 **reunited** with her family and began her life in
 327 the U.S.

329 The 23 days Angelina spent on Ellis Island
 337 was much longer than the time most
 344 immigrants spent there. Though the inspection
 350 process caused many people **distress**, the
 356 **majority** of them left the immigration station in
 364 fewer than five hours. Like Angelina, even
 371 those **initially** detained usually entered the U.S.
 378 eventually. About 98 percent of the people who
 386 came to Ellis Island made it through
 393 successfully—over 12 million immigrants in
 399 all.
 400



words read _____

- errors _____ = _____
 cold score

words read _____

- errors _____ = _____ goal _____
 hot score expression date passed

An Ellis Island Experience

Identifying the main idea

1. What is the main idea of this story?
 - a. Angelina was an immigrant who experienced the distress of the inspection process at Ellis Island.
 - b. About 98 percent of the people who came to Ellis Island made it through successfully.
 - c. Angelina saw her father for the first time in several years when she arrived at Ellis Island.

Recalling a fact

2. Why did Angelina's family have to wait several days to disembark?
 - a. Angelina had developed a fever.
 - b. They were waiting to see her father.
 - c. Ellis Island was too full.

Getting meaning from the context

3. What does **trying** mean in this story?
 - a. judging
 - b. difficult
 - c. determined

Making connections within the text

4. Why did Angelina spend more time on Ellis Island than most immigrants?
 - a. The island was too full.
 - b. She was sobbing.
 - c. She did not pass inspection.

Connecting author's ideas with reader's ideas

5. Why could getting through Ellis Island be trying and scary?

Summarizing information

9. Write two facts from the story that support this statement: Angelina's experience on Ellis Island caused distress.

Developing vocabulary

6. Match each word with its definition.

1. express	a. ___ likely or upcoming
2. various	b. ___ trip
3. prospective	c. ___ more than half
4. majority	d. ___ tell
5. voyage	e. ___ different

Sequencing events

7. Number the events below in the correct order.
 - ___ Angelina reunited with her family.
 - ___ Passengers were unable to disembark when they docked.
 - ___ Angelina boarded a ship with her mother and sisters.
 - ___ Angelina went to the hospital.
 - ___ Angelina's mother and sisters passed their inspections.

Processing information

8. Why did Angelina have mixed feelings about moving to the United States?

Enrichment Activity

Smallpox was one of the illnesses that kept immigrants from entering the United States through Ellis Island. Find out when this disease was finally eliminated worldwide.

Machu Picchu

adapted

Adapted means changed in order to better handle a place or situation.

conquistadors

Conquistadors are conquerors, especially the Spanish soldiers who took over Indian civilizations in Mexico, Central America, and South America in the 1500s.

Peruvian

Peruvian means of or from Peru, a country in South America.

Incas

The Incas are a group of people who ruled the western part of South America in the 1400s and 1500s.

Machu Picchu was an amazing hidden city built in South America in the 1400s. The Incas built this city on a steep mountaintop in the Andes Mountains of Peru. The ruins of this Inca city lie about 8,000 feet above **sea level**, between two peaks overlooking the **Peruvian** river valley below.

The **Incas** ruled the largest **native empire** in the Americas. At one time, their numbers may have topped 12 million, but their **dominance** ended with the Spanish invasion in 1532. In the 16th century, the Spanish **conquistadors** destroyed nearly all of the Inca cities. But Machu Picchu is so high up in the mountains that the invaders never found it.

For nearly 400 years, Machu Picchu remained **virtually** unknown to outsiders until Hiram Bingham, an **archeologist** from the United States, came across the ruins in 1911. The Inca city had been **abandoned** centuries ago, so it took many workers four months to **clear** away the jungle covering that camouflaged the ruins. When the ruins came into clear view, Bingham found that they covered several square miles. Bingham named the old city for the mountain beside it. Machu Picchu means "Old Peak."

Archeologists believe Machu Picchu served as a **royal estate**. Members of the royal family used it when they were away from the Inca capital city. The site had houses for servants, farmers, and **weavers** who worked for the royal family. The granite buildings had steep **thatched** roofs. Machu Picchu is noted for the **architecture** of its more than 200 buildings.

The Incas erected the buildings with huge, smoothly polished stones that fit together perfectly. They did all of this work by hand. The Incas had no **sophisticated** machines, iron tools, or horses.

The Incas **adapted** well to the surrounding mountainous landforms. They cut hundreds of farming **terraces** into the nearby mountainside for growing crops. The Incas designed **aqueducts** to supply water. They constructed a system of stairways throughout the city, so people could get around easily. The architecture created the appearance of a city carved out of the mountainside.

Today, Machu Picchu is Peru's chief tourist attraction and one of the most famous archeological monuments in the world.



words read _____

- errors _____ = _____
cold score

words read _____

- errors _____ = _____
hot score

goal _____

expression _____ date passed _____

Machu Picchu

Identifying the main idea

1. What is the main idea of this story?
 - a. Machu Picchu was virtually unknown to outsiders for 400 years.
 - b. Machu Picchu is an archeological and architectural wonder.
 - c. Machu Picchu was once an estate for royals of the Inca empire.

Recalling a fact

2. How did Machu Picchu survive the Spanish invasion?
 - a. It was very high in the mountains.
 - b. The jungle camouflaged it.
 - c. The stone architecture was so strong.

Using context clues

3. What does **clear** mean in this story?
 - a. remove or get rid of
 - b. allowing light to pass through
 - c. sunny, without clouds

Making connections within the text

4. Why is Machu Picchu important to archeologists?
 - a. It was not destroyed by the conquistadors.
 - b. It is so high up in the Andes mountains.
 - c. It was camouflaged so well for so many years.

Connecting author's ideas with reader's ideas

5. Why is Machu Picchu a chief tourist attraction?

Summarizing information

9. Give three examples that show how the Incas adapted to their surroundings.

Developing vocabulary

6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.

1. aqueducts	a. ___ deserted
2. abandoned	b. ___ advanced
3. dominance	c. ___ design
4. sophisticated	d. ___ control
5. architecture	e. ___ channels

Sequencing events

7. Number the events below in the correct order.
 - ___ The Spanish conquistadors invaded South America.
 - ___ The Incas abandoned their royal estate.
 - ___ Hiram Bingham found Machu Picchu.
 - ___ Machu Picchu was empty for hundreds of years.
 - ___ The Incas built Machu Picchu.

Processing information

8. What were the benefits of building Machu Picchu high in the mountains? What were likely problems building there?

Enrichment Activity

The Maya were another advanced society in the early Americas. Why are they considered advanced?

Golda Meir

convictions

Convictions are strong opinions, beliefs, or principles.

pogrom

A pogrom is an organized attack by a mob against a minority group, often with the approval of the government. Historically, pogroms were carried out against Jews in Eastern Europe.

emigrate

Emigrate means to leave one's country and live elsewhere.

initiated

Initiated means began or did something for the first time.

9 In 1902, in Kiev, Russia, 4-year-old Golda
17 watched as her father **barricaded** the windows of
25 their family's small apartment in a **feeble** attempt
35 to shield them from the violence of a **pogrom** he
43 believed to be **imminent**. Dreaming of a life
51 without fear, her family **resolved** to **emigrate** to
58 the United States. Golda's father departed in
67 1903, and the rest of the family followed three
75 years later by means of illegal **passports** and
83 bribes. Many Jews remained in danger in Russia
91 and throughout the world, but Golda and her
95 family were finally safe.

102 Golda loved her new life in America,
109 especially school. As wonderful as school was,
115 however, Golda noticed room for improvement.
124 The families of many students could not **afford** to
132 purchase the books required for school. Golda did
140 not simply wish to correct this problem—she
148 acted. While in fourth grade, she **initiated** the
155 American Young Sisters Society, and the group
163 collected **donations** door-to-door and organized a
166 fundraiser.

171 When Golda was only 14, her parents
181 arranged for her to marry a middle-aged man and
187 demanded that she discontinue school. Golda
197 desired more from life, so she ran away to her
205 older sister in Denver and **resumed** her education.

214 Recalling the terror of her years in Russia and
222 listening to the opinions expressed by her sister
231 caused another dream to form in Golda's mind and
239 heart. She believed the **Jewish** people needed a
247 **sovereign** nation if they were to stop being
256 victims and become masters of their own fates. In
263 1917, the British announced a **commitment** to
271 establishing a homeland for the Jewish people in
Palestine. The Jewish people would have to build

279 this homeland themselves, though. Many people
285 would need to settle in Palestine, develop the
293 necessary **infrastructure**, and create a **viable**, if
300 unofficial, government. Golda's hope was
305 **renewed**, and she knew she could contribute to
313 the effort.

315 In the following years, Golda devoted herself
322 to the **Zionist** movement. She raised money,
329 **recruited** people to live in Palestine, moved to
337 Palestine herself, and served in the unofficial
344 government. Finally, in 1948, Golda signed
350 Israel's Declaration of Independence.

354 Even after Israel became an independent
360 nation, Golda continued to assist the new country
368 in its development. She served in Israel's
375 **parliament**, as Israel's **foreign minister**, and as
382 **chair** of the Israeli **delegation** to the United
390 Nations. In 1969, she agreed to come out of
399 retirement to become **prime minister**.

404 Golda died in Jerusalem in 1978, at which
412 time her doctors revealed her 15-year struggle
420 with cancer.

422 Golda once said, "I was never so **naive** or
431 foolish as to think that if you merely believe in
441 something it happens. You must struggle for it."

449 Throughout her life,
452 Golda proved that
455 strong **convictions**
457 can only make a
461 difference in the
464 world if they are
468 backed by **decisive**
471 actions.
472



words read _____

- errors _____ = _____
cold score

words read _____

- errors _____ = _____ goal _____
hot score expression date passed

Golda Meir

Identifying the main idea

1. What is the main idea of this story?
 - a. Golda Meir had to move many times before she found her true home.
 - b. Golda Meir devoted her life to helping Jews become masters of their own fates.
 - c. Golda Meir held many positions of importance in Israel's government.

Recalling a fact

2. What year did Israel become a sovereign nation?
 - a. 1948
 - b. 1917
 - c. 1969

Using context clues

3. What does **chair** mean in this story?
 - a. a representative
 - b. a position of authority
 - c. a place to sit down

Making connections within the text

4. Why did Golda emigrate from the United States?
 - a. She wanted to continue her education instead of getting married.
 - b. Her father wanted to escape the pogroms in their town.
 - c. She wanted to help Jews work toward having a sovereign nation.

Connecting author's ideas with reader's ideas

5. Why is it remarkable that Golda Meir struggled with cancer for 15 years and never told anyone?

Summarizing information

9. Golda Meir was devoted to the things she believed in. Write three facts from the story that support this statement.

Developing vocabulary

6. A synonym is a word that has the same meaning as another word. Match each word with its synonym.

1. viable	a. ___ decided
2. feeble	b. ___ enduring
3. naive	c. ___ inexperienced
4. resolved	d. ___ revived
5. renewed	e. ___ inadequate

Sequencing events

7. Number the events below in the correct order.
 - ___ Golda signed Israel's Declaration of Independence.
 - ___ Golda emigrated from Russia to the United States.
 - ___ Doctors revealed Golda's 15-year struggle with cancer.
 - ___ Golda initiated the American Young Sisters Society.
 - ___ Golda came out of retirement and became prime minister.

Processing information

8. Why did recalling the pogroms in Russia cause Golda to want a sovereign Jewish nation?

Enrichment Activity

Read about how Hebrew became the national language of the new state of Israel. Write a paragraph about what you learn.

Answer Key for Placement Stories

Bears (Sequenced level 1.0, page 23)

1. c 2. b 3. a 4. c
5. Possible answers: hit; run; eat; climb

Giraffe (Sequenced level 1.5, page 25)

1. c 2. b 3. a 4. c
5. Possible answers: sleep standing up; stand up when only one hour old; eat leaves and fruit off branches high in trees; rest its head on branches of trees; close its nose

Hot Air Balloons (Sequenced level 2.0, page 27)

1. b 2. a 3. c 4. c
5. Possible answers: air is heated by a burner; warm air in the balloon is lighter than the cold air outside

Julie Krone (Sequenced level 2.5, page 29)

1. c 2. c 3. a 4. b
5. Possible answers: she won the Belmont Stakes, a major horse race; she always got back on a horse even after she was injured; she won thousands of races; she worked hard to become one of the top jockeys in the United States

Kinkajou (Sequenced level 3.0, page 31)

1. b 2. c 3. c 4. b
5. Possible answers: they pollinate flowers; they prefer fruit; they do not eat many insects or small animals
6. a. 4, b. 3, c. 2, d. 1

Velcro (Sequenced level 3.5, page 33)

1. a 2. c 3. b 4. b
5. Possible answers: backpacks; shoes; jackets; clothes; watches; hat straps; purses; to hold things down in space
6. a. 4, b. 1, c. 2, d. 3

Spiral Island (Sequenced level 4.0, page 35)

1. b 2. c 3. a 4. a
5. Possible answers: they gave him shade; they gave him fruits and vegetables for food; their roots made the base of his island more stable
6. a. 2, b. 5, c. 4, d. 1, e. 3
7. 4, 3, 2, 1, 5

A Marathon of Hope (Sequenced level 4.5, page 37)

1. b 2. a 3. c 4. c
5. Possible answers: they saw that someone could have cancer and still do great things; they saw that someone was raising money for cancer research; they knew that someone cared about them
6. a. 3, b. 1, c. 5, d. 2, e. 4
7. 3, 1, 4, 5, 2

Antoni Gaudí (Sequenced level 5.0, page 39)

1. c 2. a 3. a 4. c
5. Possible answers: Gaudí did not like to use straight lines and corners; Gaudí used strange shapes and curves; Gaudí used colors and textures that reminded him of nature; Gaudí's designs were unpredictable like nature
6. a. 4, b. 1, c. 5, d. 3, e. 2
7. architect, inspiration, unpredictable, textures, appreciate

The Hindenburg (Sequenced level 5.6, page 41)

1. a 2. c 3. c 4. a
 5. Possible answers: political trouble between Germany and America; use of hydrogen instead of helium; a spark; a leak in a gasbag; someone smoking where they weren't supposed to smoke
 6. a. 3, b. 5, c. 1, d. 2, e. 4
 7. designer, hydrogen, flammable, fiery, on board
 8. Possible answers: quite a sight to see; picking up friends and relatives; still a new form of travel; uncommon way to travel
 9. Possible answers: lined gasbags with gel to reduce risk of leaks; frequently checked gasbags for leaks; crew wore spark-resistant boots; padded the catwalks to prevent a spark; did not allow smoking except in special room; did not allow passengers to have matches or lighters
- EA: Helium fills dirigibles and blimps today. Today, dirigibles and blimps are used mostly for advertising.

Answer Key for Placement Stories (continued)

Ellis Island (Sequenced level 6.0, page 43)

1. a 2. c 3. b 4. c
 5. Possible answers: new languages, new foods, crowded spaces, and separation from family members often caused stress; people worried whether they would get to remain in the United States after all their efforts; people were detained if they were sick
 6. a. 3, b. 5, c. 4, d. 1, e. 2
 7. 5, 2, 1, 4, 3
 8. Possible answers: she wanted to join her father in the United States but she was sad to leave her grandparents behind in Sicily
 9. Possible answers: she did not pass the inspection; she had developed swollen glands and a fever; she had to go to the hospital; she stayed on Ellis Island for 23 days without her family; she was sobbing
- EA: Smallpox was eliminated worldwide around 1980.

Machu Picchu (Sequenced level 7.0, page 45)

1. b 2. a 3. a 4. a
 5. Possible answers: is an archeological wonder; is an architectural wonder; was never destroyed by conquistadors; had been a royal estate; had aqueducts, farming terraces, and a system of staircases; looks like it is carved out of the mountainside
 6. a. 2, b. 4, c. 5, d. 3, e. 1
 7. 2, 3, 5, 4, 1
 8. Possible answers: Benefits: a place to be away; beautiful; safe; hidden; cool in summer.
Likely problems: difficult to build; difficult to reach.
 9. Possible answers: they developed farming methods; they built aqueducts to supply water; they were able to fit huge stones together for buildings; they built staircases to get around in the mountainous city
- EA: The Maya achieved outstanding success in astronomy and in arithmetic. They developed an advanced form of writing. In addition, Mayan architecture and art have won the admiration of the world.

Golda Meir (Sequenced level 8.0, page 47)

1. b 2. a 3. b 4. c
 5. Possible answers: she was in the public eye and never let her suffering be known; she accomplished a great deal even though she was struggling with a serious illness; she was prime minister while she struggled with a fatal disease
 6. a. 4, b. 1, c. 3, d. 5, e. 2
 7. 3, 1, 5, 2, 4
 8. Possible answers: she remembered the terror of her childhood and did not want other Jews to have to experience something similar; she believed Jews would risk being victims again if they could not be masters of their own fates, and she believed having a sovereign nation would enable them accomplish this goal
 9. Possible answers: she initiated the American Young Sisters Society to help raise money for students' school-books; she ran away from home to avoid marriage and continue her education; she raised money, recruited people to live in Palestine, and moved to Palestine herself; she served in the government in many roles; she came out of retirement to lead the government of Israel
- EA: By the 1800s, Hebrew had long ago fallen out of use as a spoken language. Jews had been scattered around the world for centuries and generally spoke the languages of their countries of residence. Eliezer Ben Yehuda believed that reviving Hebrew as a spoken language could help unite Jews around the world. He emigrated from Europe to Palestine in 1881. There he wrote the first modern Hebrew dictionary and helped found the Academy of the Hebrew Language. As a result of his efforts, Hebrew became a spoken language once more, and it is the national language of Israel.

