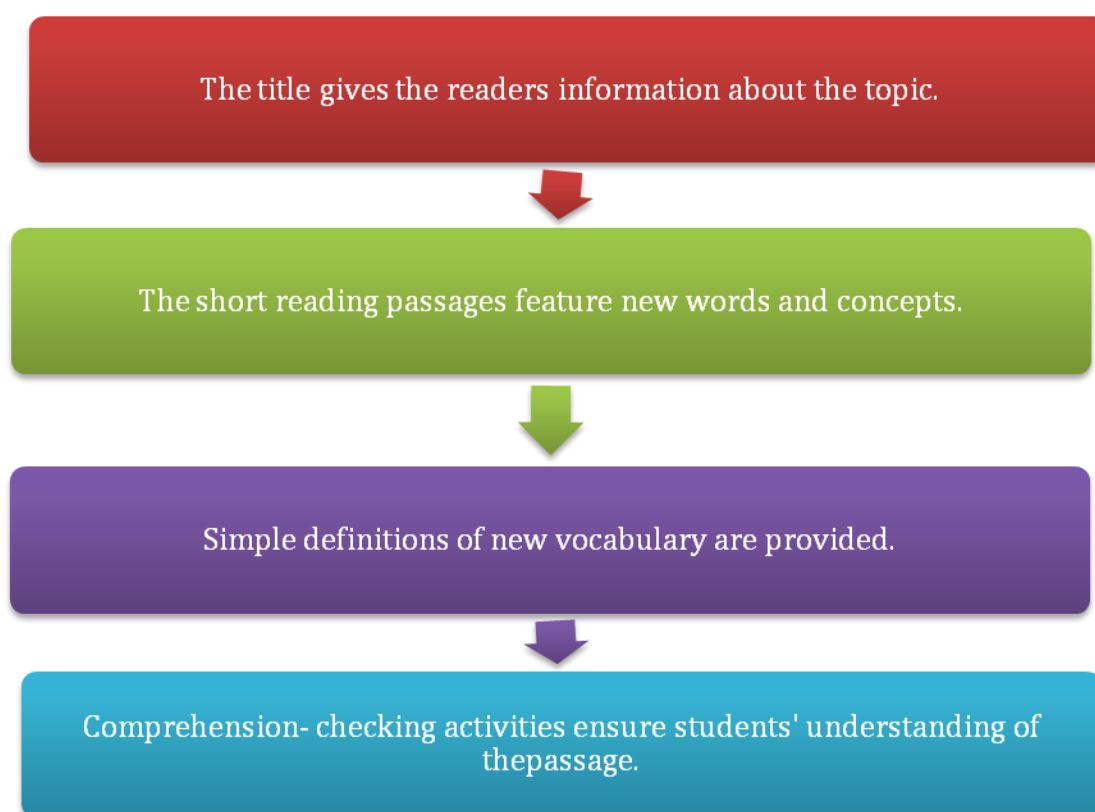


Teacher's Guide

Methodological Approach

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

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



Why Choose *Reading Success*?

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

Features:

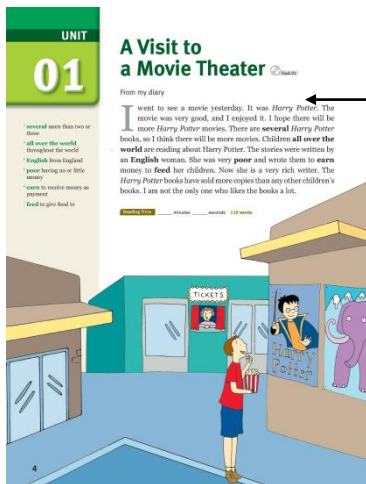
- A mix of familiar and new topics
- Full-color illustrations assist with overall understanding
- Vocabulary definitions provided to ensure student comprehension
- Multiple-choice questions prepare students for standardized tests
- Summary activities to consolidate comprehension
- Controlled vocabulary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

Getting to Know the Book

Introduction to the *Reading Success* Student Books

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

Student Book Contents:



Short Reading Passage

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

Vocabulary Review

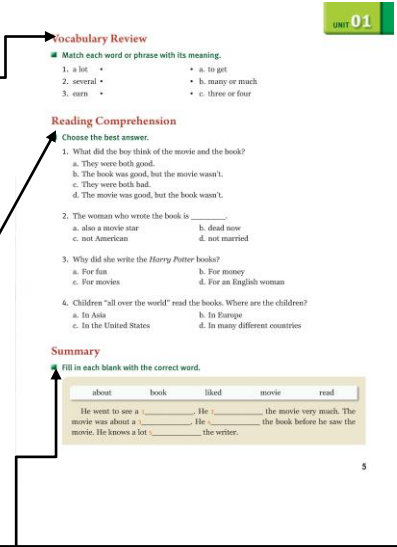
- This section reinforces vocabulary comprehension
- Matching activities help students prepare for tests.

Reading Comprehension

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

Summary

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



Scope and Sequence

Reading Success 1

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

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

Suggested Lesson Plan

Reading Success 1

Introduction:

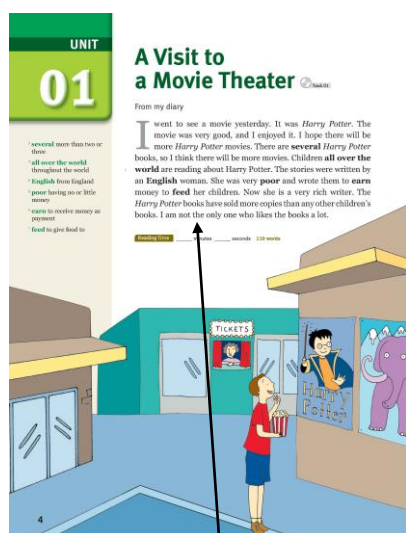
- Teacher greets students; reviews previous units with related questions during attendance check. Questions can be related to vocabulary and content from previous lessons' passages.
- Homework check: Teacher circulates around the room to ensure homework is complete. Students should be asked periodically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

Review:

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

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

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

Option 2)

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

Reading:

Passage:

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

Optional Activity

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

Page 2)

UNIT 01

Vocabulary Review

■ Match each word or phrase with its meaning.

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

Reading Comprehension

■ Choose the best answer.

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

Vocabulary Review:

Option 1)

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

Option 2)

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

Optional Activity

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

Reading Comprehension:

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

Summary

Fill in each blank with the correct word.

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

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

Summary:

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

Closure:

Homework:

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

Final Activity Ideas

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

Test Overview

Reading Success Tests:

Tests should be assigned upon completion of the SB material.

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

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

Reading Success 1 Test

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

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

1.



2.



3.



4.



5.



B. Match the word with its definition._

6. guess

a. to add on top of something

7. pour

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

8. excuse

c. to say what you think is likely or probable

9. suggest

d. to move smoothly

10. flow

e. a reason for why you did something bad

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

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

11. My ice cream _____ in the hot sun.

12. He _____ so no one would hear him.

13. The man found his keys in his _____.

14. She _____ her friend a book.

D. Read and answer.

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

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

Reading Success 1 Test Answer Key

Exercise A

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

Exercise B

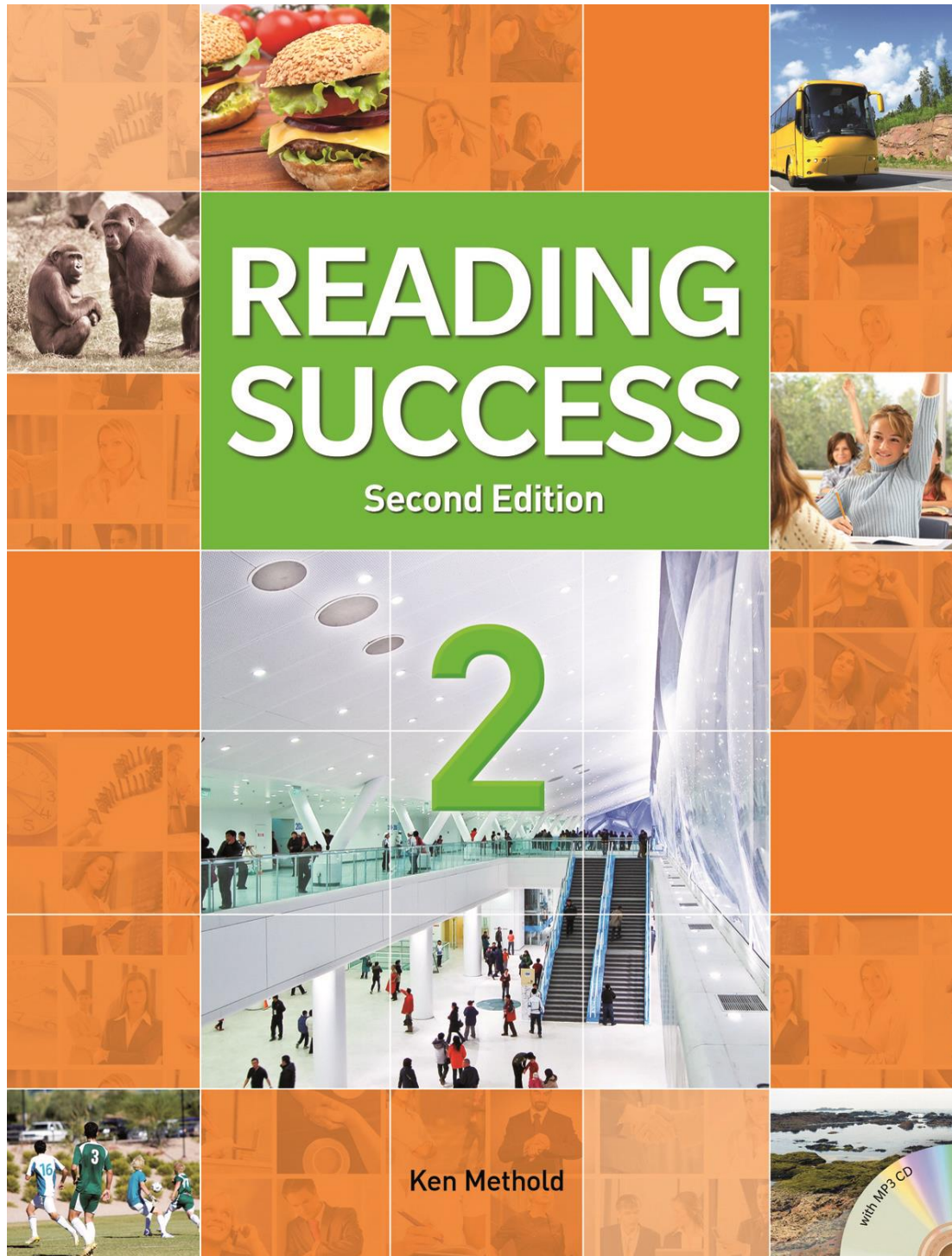
6. c
7. a
8. e
9. b
10. d

Exercise C

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

Exercise D

15. c
16. a
17. a



Teacher's Guide

Scope and Sequence

Reading Success 2

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

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

Suggested Lesson Plan

Reading Success 2

Introduction:

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

Review:

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

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

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

Option 2)

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

Reading:

Passage:

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

Optional Activity

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

Page 2)

Unit 01

Vocabulary Review

■ Match each word with its meaning.

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

Reading Comprehension

■ Choose the best answer.

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

Vocabulary Review:

Option 1)

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

Option 2)

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

Optional Activity

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

Reading Comprehension:

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

Summary

Fill in each blank with the correct word.

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

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

Summary:

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

Closure:

Homework:

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

Final Activity Ideas

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

Test Overview

Reading Success Tests:

Tests should be assigned upon completion of the SB material.

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

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

Reading Success 2 Test

A. Choose the right word.

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

B. What is the odd word? Circle it.

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

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

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

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

D. Read and answer.

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

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

Reading Success 2 Test Answer Key

Exercise A

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

Exercise B

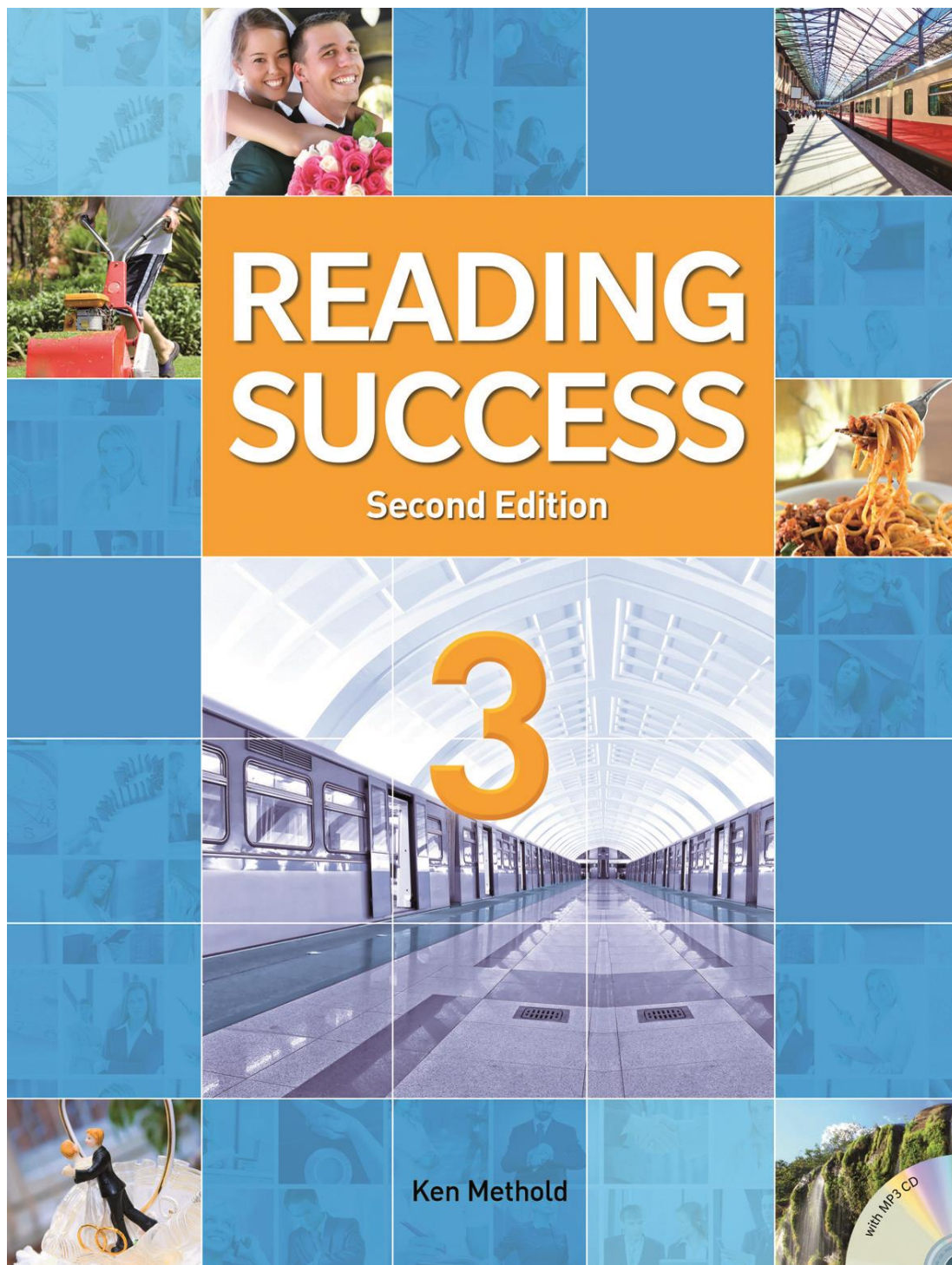
6. habit
7. notebook
8. rare
9. score
10. diet

Exercise C

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

Exercise D

15. c
16. c
17. c



Teacher's Guide

Scope and Sequence

Reading Success 3

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

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

Suggested Lesson Plan

Reading Success 3

Introduction:

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

Review:

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

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

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

Option 2)

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

Reading:

Passage:

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

Optional Activity

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

Page 2)

UNIT 01

Vocabulary Review

■ Match each word with its meaning.

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

Reading Comprehension

■ Choose the best answer.

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

Vocabulary Review:

Option 1)

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

Option 2)

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

Optional Activity

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

Reading Comprehension:

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

Summary

■ Fill in each blank with the correct word.

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

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

Summary:

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

Closure:

Homework:

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

Final Activity Ideas

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

Test Overview

Reading Success Tests:

Tests should be assigned upon completion of the SB material.

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

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

Reading Success 3 Test

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

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

1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____

B. Match the word with its definition.

- | | |
|-----------------|---|
| 6. double | a. something to eat or drink during a break or an event |
| 7. crescent | b. complete |
| 8. thorough | c. twice as much |
| 9. save up | d. a road built in a curved shape |
| 10. refreshment | e. to put money aside for a special purpose |

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

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

11. Her dog ate the _____ bowl of food.
12. It's raining outside. We should find some _____.
13. No one in my class would ever _____.
14. I cannot _____ my friend's phone number.

D. Read and answer.

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

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

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

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

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

"I guess they like paintings," Lisa said.

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

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

15. This reading is about _____.

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

16. Why is the recipe special?

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

17. What ransom did the pirates ask for?

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

Reading Success 3 Test Answer Key

Exercise A

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

Exercise B

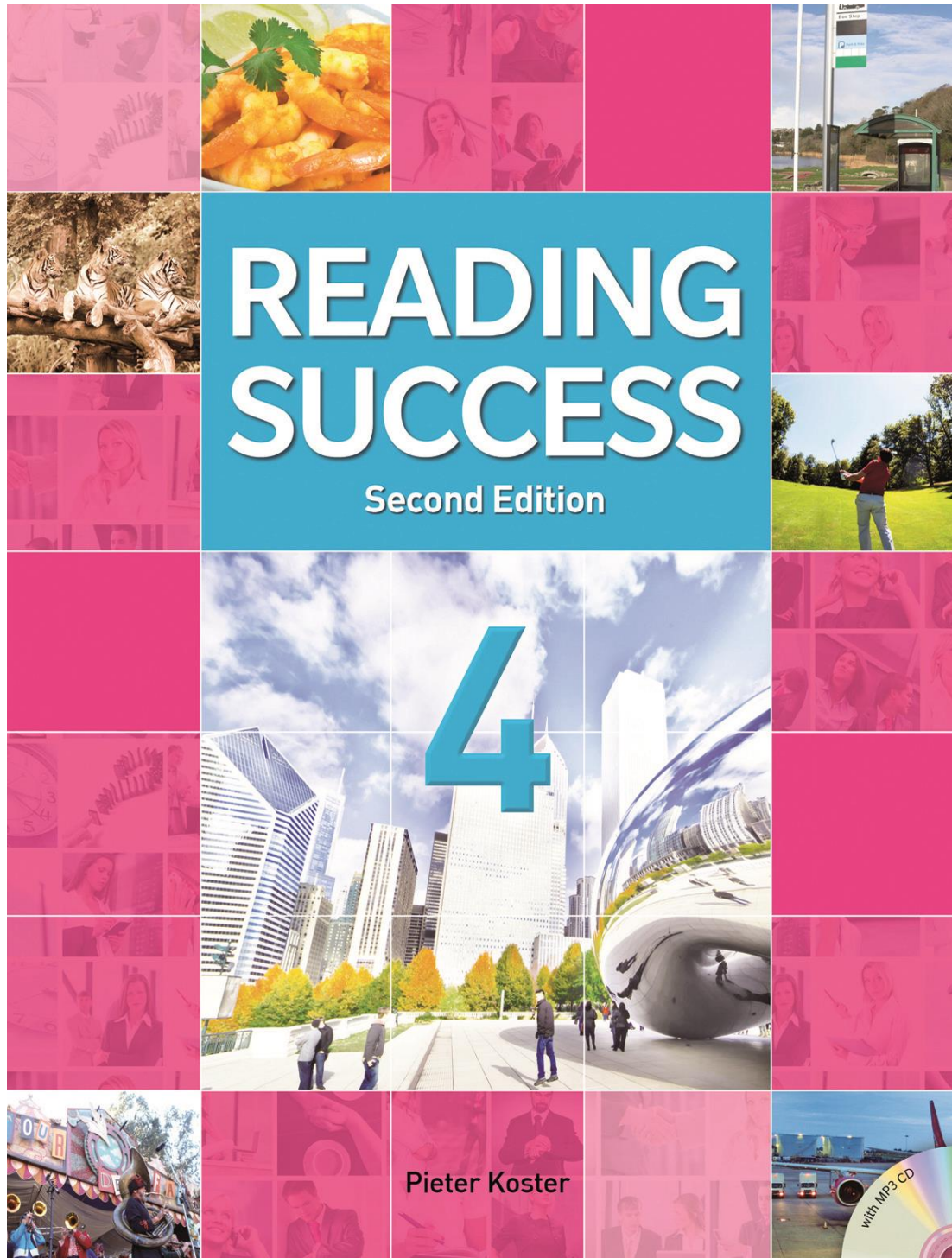
6. c
7. d
8. b
9. e
10. a

Exercise C

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

Exercise D

15. c
16. d
17. c



Teacher's Guide

Scope and Sequence

Reading Success 4

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

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

Suggested Lesson Plan

Reading Success 4

Introduction:

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

Review:

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

Pre-Reading:

Page 1)

UNIT 01

A Lazy Man

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

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

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

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

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

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

"Are you strong?" the manager asked.

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

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

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

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

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

Warm-Up:

Option 1)

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

Option 2)

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

Reading:

Passage:

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

Optional Activity

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

Page 2)

UNIT 01

Vocabulary Review

■ Match each word with its meaning.

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

Reading Comprehension

■ Choose the best answer.

1. What is funny about this story?

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

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

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

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

Vocabulary Review:

Option 1)

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

Option 2)

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

Optional Activity

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

Reading Comprehension:

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

Summary

■ Fill in each blank with the correct word.

apply lazy manager raise shoulder

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

Summary:

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

Closure:

Homework:

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

Final Activity Ideas

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

Test Overview

Reading Success Tests:

Tests should be assigned upon completion of the SB material.

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

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

Reading Success 4 Test**A. Choose the right word.**

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

B. What is the odd word? Circle it.

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

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

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

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

D. Read and answer.

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

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

Reading Success 4 Test Answer Key

Exercise A

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

Exercise B

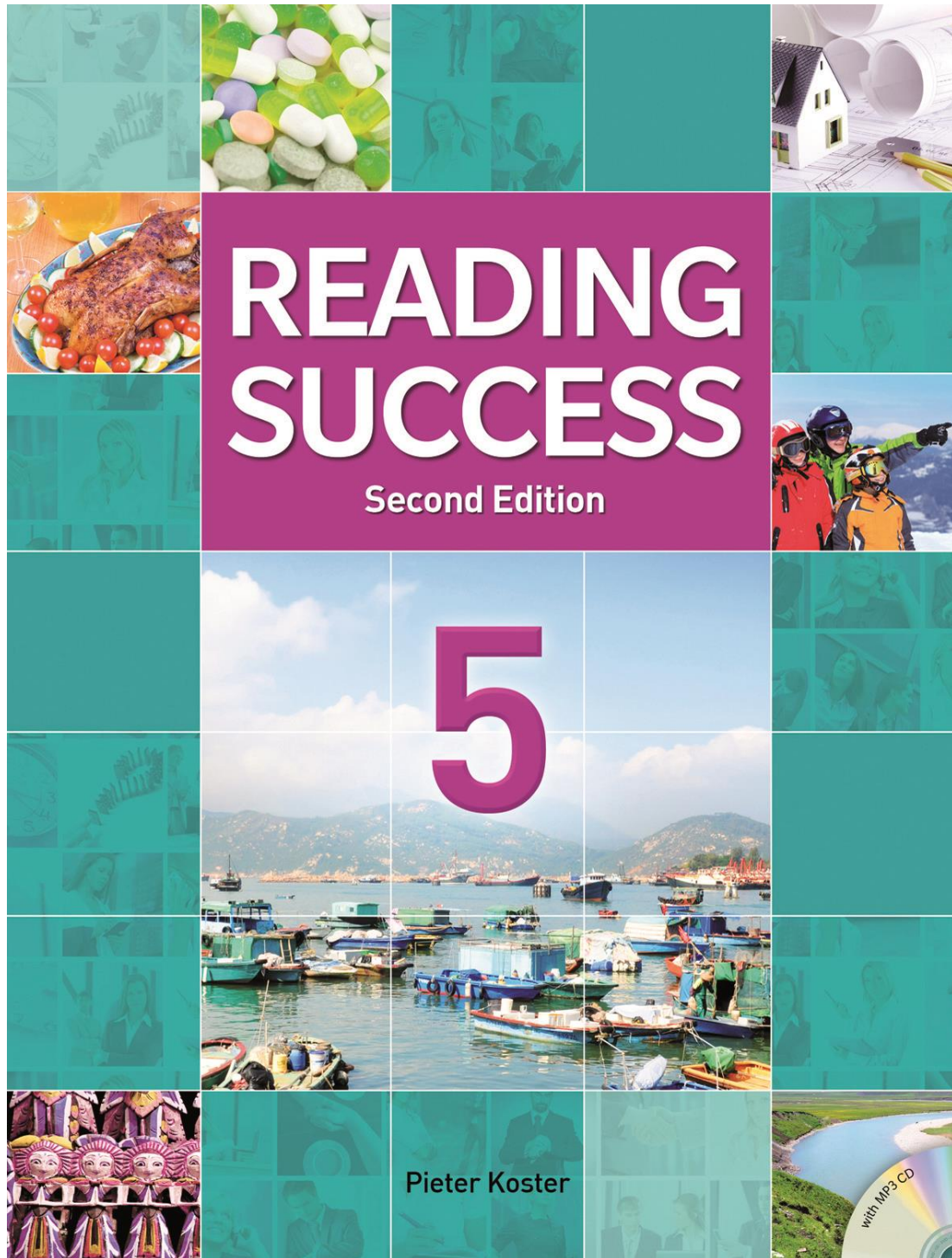
6. attract
7. diaper
8. territory
9. sonata
10. ruin

Exercise C

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

Exercise D

15. b
16. d
17. a



Teacher's Guide

Scope and Sequence

Reading Success 5

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

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

Suggested Lesson Plan

Reading Success 5

Introduction:

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

Review:

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

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

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

Option 2)

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

Reading:

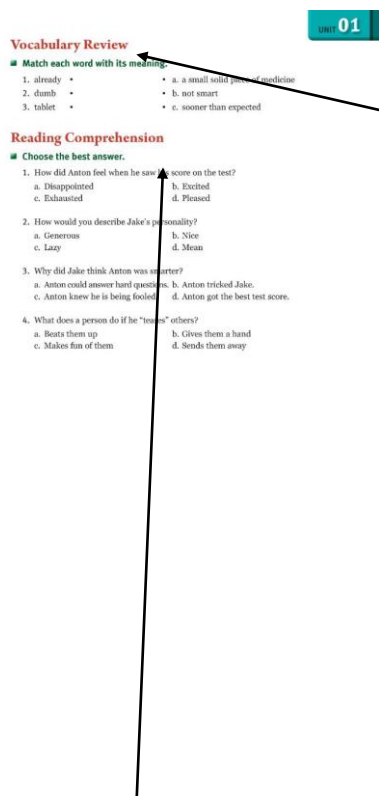
Passage:

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

Optional Activity

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

Page 2)



Vocabulary Review:

Option 1)

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

Option 2)

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

Optional Activity

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

Reading Comprehension:

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

Summary

■ Fill in each blank with the correct word.

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

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

Summary:

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

Closure:

Homework:

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

Final Activity Ideas

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

Test Overview

Reading Success Tests:

Tests should be assigned upon completion of the SB material.

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

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

Reading Success 5 Test

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

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

1.



2.



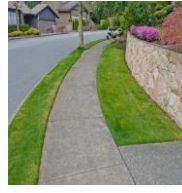
3.



4.



5.



B. Match the word with its definition.

6. treat

a. to walk lightly on an injured foot

7. bossy

b. a special food someone likes

8. ignore

c. always telling someone what to do

9. limp

d. to buy something for less than it normally costs

10. discount

e. to not pay attention to something or someone

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

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

11. Their _____ were bigger and faster than them.

12. The soccer player _____ the boy's ball.

13. Mr. Jones _____ I was right by nodding his head.

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

D. Read and answer.

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

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

Reading Success 5 Test Answer Key

Exercise A

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

Exercise B

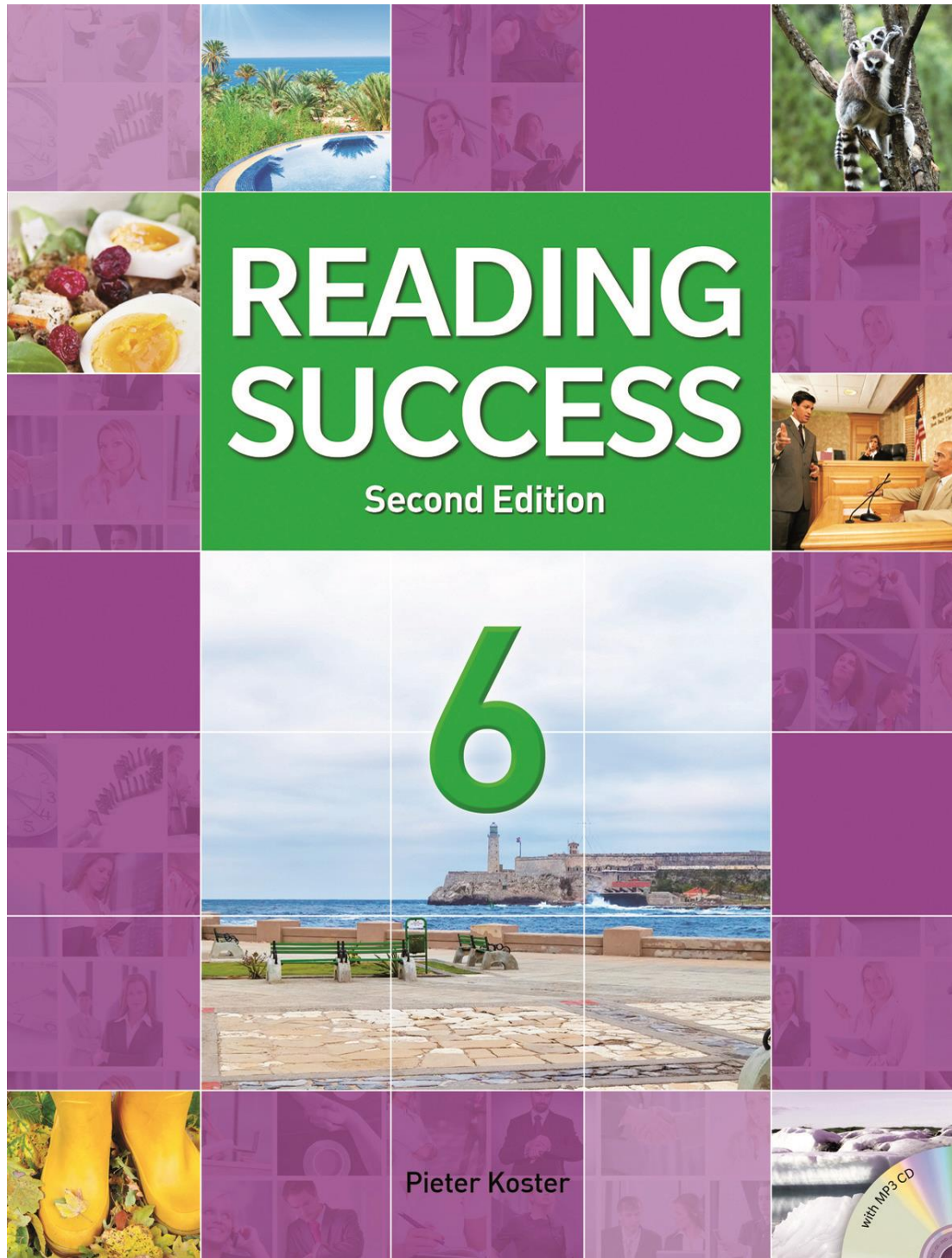
6. b
7. c
8. e
9. a
10. d

Exercise C

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

Exercise D

15. c
16. c
17. d



Teacher's Guide

Scope and Sequence

Reading Success 6

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

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

Suggested Lesson Plan

Reading Success 6

Introduction:

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

Review:

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

Pre-Reading:

Page 1)



Warm-Up:

Option 1)

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

Option 2)

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

Reading:

Passage:

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

Optional Activity

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

Page 2)

UNIT 01

Vocabulary Review

■ Match each word with its meaning.

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

Reading Comprehension

■ Choose the best answer.

1. Why did people NOT want to ride in Freddy's taxi?

a. Everybody had cars.	b. Freddy charged too much.
c. He did not drive safely.	d. The taxi was very old.
2. Why did people point at the passengers in the taxi?

a. The passengers were famous.	b. They were glad to see them in the taxi.
c. They were laughing at them.	d. They were worried about them.
3. Why is Freddy a bad driver?

a. He can't see well.	b. He closes his eyes.
c. He is too old.	d. He likes danger.
4. What happens if something "tips over"?

a. It falls on its side.	b. It receives some money.
c. It rolls very fast.	d. It stops.

Vocabulary Review:

Option 1)

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

Option 2)

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

Optional Activity

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

Reading Comprehension:

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

Summary

■ Fill in each blank with the correct word.

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

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

Summary:

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

Closure:

Homework:

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

Final Activity Ideas

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

Test Overview

Reading Success Tests:

Tests should be assigned upon completion of the SB material.

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

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

Reading Success 6 Test

A. Choose the right word.

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

B. What is the odd word? Circle it.

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

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

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

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

D. Read and answer.

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

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

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

Reading Success 6 Test Answer Key

Exercise A

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

Exercise B

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

Exercise C

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

Exercise D

15. d
16. b
17. b

Optional Activities

Comprehension Plus:

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

Reading Fluency:

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

Extension:

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

Pacing Suggestion

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

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