



Compass Graded Readers

Teacher's Guide



Katie and TC

Mystery Readers

Ken Method



SB

LEVEL

B1+

Upper Intermediate

10 Books
20 Mysteries

Katie Anderson, 11, and TC Wang, 10, aren't your typical elementary school students from a quiet seaside community. When there's a crime, mystery, or situation that needs solving, it's their detective agency that everyone knows to call. Join Katie and TC as they use clever detective work and forensic science to solve mysteries and donate their earnings to charity. This captivating series gives young learners suspects, clues, and important pieces of information that will make them feel like they are mystery solvers themselves!

Features:

- Engaging mystery stories written for intermediate EFL learners
- 10-book series with two original mystery stories per book
- Illustrated with original artwork showing scenes from the stories
- Realistic, appropriate, and exciting situations that students will enjoy
- Subject matter includes forensic science, technology, and more



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WHY CHOOSE COMPASS GRADED READERS?

1. Compass offers a wide range of award-winning series designed to provide English-language learners enjoyable reading practice with famous, interesting stories from around the world. English-language learners will enjoy developing their vocabulary, grammar application, reading fluency, and overall confidence.
2. Language-learning literature from Compass has been carefully leveled using a calculated and measured approach. This approach ensures that students make progress by choosing appropriate and fun books that are designed to help them improve. All of the titles across the different series can be used in both intensive reading programs and extensive reading programs. They can also be augmented for use with individual students or in more traditional classroom settings.
3. We hope that this *Compass Graded Readers Teacher's Guide* will help teachers to better understand graded readers and assist with the setup of effective courses. This guide will equip teachers with organized and insightful activities, information, resources, suggestions, and tips, to help keep students motivated and ensure real progress.



Sounds Great Readers

- 5-level series that can be used in conjunction with the *Sounds Great* phonics series
- Four 16-page stories per reader related to the content and skills developed in *Sounds Great*
- Highlighted key sounds for emphasis and easy recognition of phonics
- Full-color illustrations to help guide early readers
- A word list with pictures to promote vocabulary expansion
- Free downloadable materials available online, including audio recordings of each story, assessment, and more

Young Learners Classic Readers & Compass Classic Readers

- A short introduction for familiarization
- A picture gallery of characters
- Appropriately leveled, well-known children's tales covering 6 levels
- Full-color illustrations to provoke thought and heighten interest (excluding levels 5 & 6 of CCR)
- Highlighted dialog for easy recognition of spoken language
- A short playlet
- A word list with pictures to promote vocabulary expansion
- Audio recordings to help with listening skills
- A great source for children to travel the world of the stories



Compass Readers

- 7 levels covering both fiction and non-fiction titles
- Subject matter covering nature, social studies, science & technology, history, and biography
- Each reader fully illustrated with pleasing artwork or full-color photographs
- Text measured specifically for emerging readers using an industry-standard leveling tool
- Glossary with pictures and short definitions to help with the understanding of new words
- Audio recordings to help with listening skills
- A great source for children to travel the world of the stories and learn about the real world

Workbook for each story:

- Comprehension practice
- Vocabulary and reading skills development
- Book reports
(excluding CR and SGR)

Free downloadable online materials:

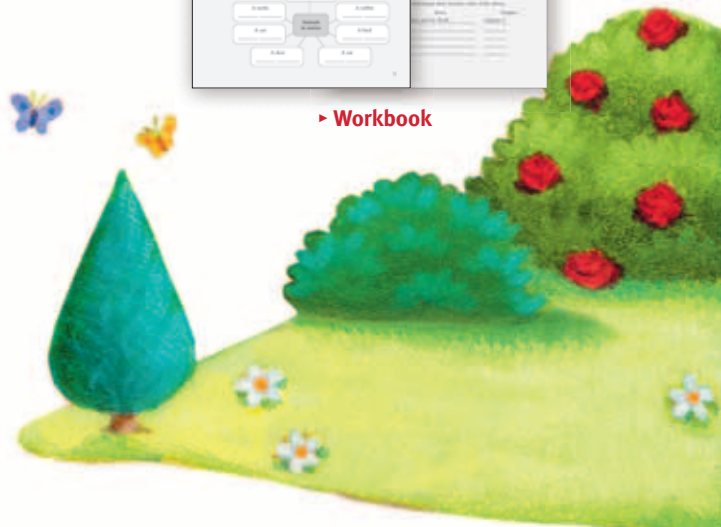
- MP3 files
- Workbook answer keys
- Additional information for teachers, including story summaries, backgrounds, and themes

Additional Internet resources:

- <http://www.reading-oceans.com/pages/index/index.asp>
- <http://mreader.org/>

Available Downloads

► **Workbook**



COMPASS GRADED READERS VOCABULARY LEVEL CHART

	Reading Stage	Word Count (per reader)	Base List	New Words	Compass Series Title & Level	
Vocabulary	Lower Emergent	30~100		8~16	SGR1~2	
	Lower Emergent	200	200	16~24	SGR3~5 / CR1	
	Emergent	300	450	24~32	YLCR1 / CR2	
	Upper Emergent	500	500	24~32	YLCR2 / CR3	
	Beginner	800	650	32~40	YLCR3 / CR4	
	Upper Beginner	1,200	800	32~40	YLCR4 / CR5	
	Intermediate	1,700	1,000	40~48	YLCR5 / CR6	
	Upper Intermediate	2,500	1,200	40~48	YLCR6/CCR1/CR7	
	Advanced		4,500	1,500	48~56	CCR1
			8,500	2,000	48~56	CCR2
			12,500	2,500	48~56	CCR3
			19,000	3,000	56~64	CCR4
	Fluent		26,000	3,500	56~64	CCR5
			35,000	4,000	64 +	CCR6

SGR = Sounds Great Readers
 CR = Compass Readers
 YLCR = Young Learners Classic Readers
 CCR = Compass Classic Readers

This chart shows a breakdown of how the vocabulary words are organized across Compass's different graded reader series. These figures should help teachers to get a general idea of the volume of vocabulary their students will acquire as they work through the series.

Reading Stage describes the general reading level of the learner.

Word Count (per reader) is the maximum number of words the students will encounter in each level of each series.

Base List (sometimes called the "family word list") is a basket of words that have been deemed appropriate for the students at that particular reading level. Each increase in level leads to an increase in total base words.

New Words are the number of new or unfamiliar vocabulary words students can expect to focus on in each book. There is a "new words" list in the back of each book to give the exact number for each title.

Compass Series Title & Level shows how each different Compass graded reading series fits into the vocabulary parameters.

COMPASS GRADED READERS SENTENCE LEVEL CHART

	Reading Stage	Lexile® Level	FK Level	CEFR	Compass Series Title & Level	Avg. Sentence Length
Sentence	Lower Emergent	BR~199	0~1.4	Below A1	SGR1~2 / CR1	4 words or less
	Emergent	200~299	1.5~1.9	A1	SGR3~5 / CR2	4 words or less
	Upper Emergent	300~499	2.0~2.4	A1	CR3 / YLCR1~2 / CCR1	4~6 words
	Beginner	500~599	2.5~2.9	A1	CR4 / YLCR3 / CCR2	5~7 words
	Upper Beginner	600~699	3.0~3.4	A2	CR5 / YLCR4 / CCR3	5~7 words
	Upper Intermediate	700~799	3.5~3.9	B1	CR6 / YLCR5 / CCR4	7~9 words
	Advanced	800~899	4.0~4.4	B2	CR7 / YLCR6 / CCR5	7~9 words
	Fluent	900 +	4.5 +	B2	CCR6	9 words +

This chart shows a breakdown of how the difficulty and length of sentences are organized across Compass's different graded reader series. These figures should help teachers to get a general idea of the length, complexity, and difficulty of the texts that their students will take on as they work through the series.

Reading Stage describes the general reading level of the learner.

Lexile® Level is a patented scientific measurement for students and teachers to better understand how well a student can read and comprehend a specific text. Students simply match their level number with books that are of the same level, and they should be able to understand roughly 75% or more of the text. For more information please visit: <https://www.lexile.com/about-lexile/lexile-overview/>

CEFR (Common European Framework of Reference) is a guideline used to describe achievements of learners of foreign languages across Europe and increasingly in non-European countries around the world. Improvement in levels (A, B, C) is essentially based on the time spent studying a foreign language, ability to proficiently and practically control the language, and other measured factors. For more information please visit: http://www.coe.int/t/dg4/linguistic/cadre1_en.asp

Compass Series Title & Level shows how each different Compass graded reader series fits into the sentence parameters.

Average Sentence Length is a general estimate of the average number of words students can expect to encounter per sentence in a particular level.

Reading is a major way in which learners of English as a foreign or second language can gain input at the right level. The books which are typically used in different types of reading courses are called graded readers. Graded readers are reading books that are systematically and carefully made to meet the specific needs of EFL and ESL students. They are organized into different grades, or levels, of difficulty to help measure and promote the linguistic progress of each student. Globally, in the last decade, there has been a massive increase in the number of education boards, government programs, and schools that have focused on helping students learn English with graded reading programs. There are international associations and conferences dedicated to the advancement of graded reading programs. Most importantly, millions of students and teachers are using graded readers across the globe, and that number is only increasing. Why? Because they work effectively!

Graded readers are specifically written, or adapted, within a controlled vocabulary level and grammatical syllabus at various levels of difficulty. They can be fiction or non-fiction, for young learners or college students, and they are all designed to keep students interested and motivated. Every major ELT publisher has at least one graded reader scheme which consists of several vocabulary levels with several books at each level. Typically, levels start at around three hundred words, which means that learners who only know about three hundred words of English can begin reading without facing too much unknown vocabulary. Because they use vocabulary that is carefully controlled, graded readers are a tremendous resource for learners of English. Furthermore, grammar that is encountered and practiced in the context of a story helps students to learn and use it in a more meaningful and cohesive way.

Quantitative Measures:

- Lexile® range
- Headwords

Qualitative Measures:

- Content topics and themes
- Design

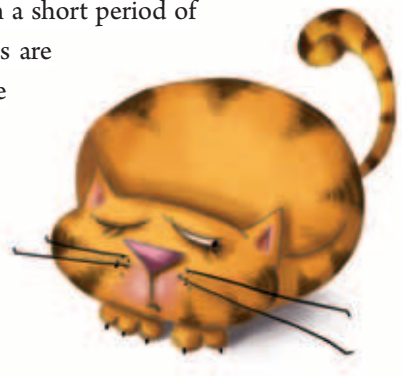


Until a few years ago, many teachers believed that the only way to teach reading was by working intensively with short difficult texts, sentence by sentence, word by word, and through translating texts when necessary. This tradition still continues in many institutions around the world and does have its uses. However, many educators began to realize that this approach only helped students to build their knowledge about English, not to actually read better in English.

Graded readers help students to learn how to read confidently, fluently, and quickly. Reading fluently is a skill that must be learned and practiced to quickly and confidently process text for its meaning, not just as a language exercise. Developing the ability to read fluently will not only help students to learn and use English as a foreign or second language, it will help them to do better on tests and in other real-life situations that require reading.

Graded readers should be a part of any EFL or ESL student's syllabus because they allow students to effectively apply what they learn in a meaningful way. By using graded readers students can learn vocabulary in the context of a story. Similarly, they more effectively learn grammar and cohesion as they are applied in the content of a story. Rather than just arbitrarily learning a vocabulary list and a grammar construct, students learn new vocabulary and grammar by seeing how they are applied in an interesting story with characters, a plot, a setting, illustrations, and more.

There are three types of reading that should be included in a class that uses graded readers. One is intensive reading, which involves reading texts slowly and carefully. The other two types of reading are extensive reading and reading for fluency, which involve reading and understanding a lot of texts in a short period of time. While extensive courses and fluency courses are different, for the purposes of this teacher's guide they will effectively be treated as the same part of a reading course, while noting the important distinctions between them.



The first step to using graded readers is figuring out which proficiency level each individual student has reached. Ideally, teachers should know the approximate vocabulary size of their students, and the students should also know their own vocabulary size. If you join Compass's online extensive reading program at www.reading-oceans.com, your students can take a level test specifically designed by Compass for our graded readers. If not, you can also find a basic vocabulary leveling test at http://www.lex tutor.ca/tests/levels/recognition/1_14k/ or download the monolingual test or a bilingual version at www.victoria.ac.nz/ After your students take one of these tests, you can match their vocabulary size to the appropriate graded reader level provided by Compass. If for some reason none of these tests are available, you can simply give a graded reader to each student to read. If they understand almost everything, then it should be suitable for their level.

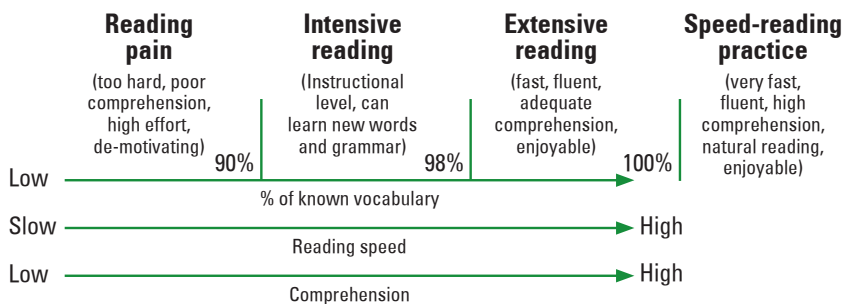
The next step is setting up a course and a syllabus. While doing this you should consider whether you are teaching in an individual or classroom setting. As a teacher, you can adjust the syllabus based on your specific circumstances and the needs of the students. Generally, a syllabus should be organized as follows:

KINDS OF READING	TYPES OF TEXTS	% OF TIME USED IN THE READING COURSE	% OF TIME USED IN THE WHOLE ENGLISH COURSE
Intensive	Short, slightly difficult	25%	~6%
Extensive	Many long interesting texts with only a few unfamiliar words	50%	~13%
Fluency	Very easy extensive reading texts coupled with comprehension questions	25%	~6%

After figuring out the level of your learners and creating a syllabus, the next thing you must have is a large library organized by level. If you do not have an extensive collection of readers, you will not be able to effectively achieve the full potential of a graded reading course. Maximize the students' knowledge of how the library is organized and involve them in maintaining it. Once your library is ready, consider the following tips while setting up your course:

◆ **Avoid the OVERUSE of dictionaries**

Some use of dictionaries is expected with intensive reading courses as these courses are intentionally designed to be more meaning-input based and difficult. However, dictionary use should eventually taper off. Dictionaries should be used very sparingly (or not at all) in extensive reading and fluency courses.



◆ **Avoid the OVERUSE of tests**

As we all know, tests and comprehension worksheets can be an excellent measuring stick for how much or little students understand. However, the point of an extensive reading course is to develop reading skills, not pass tests. If you use tests, try to use them sparingly and attempt to minimize their importance to the students.

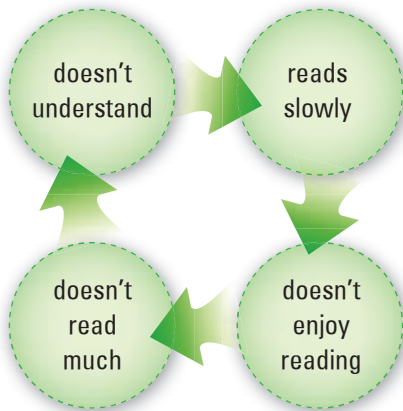
◆ **DO start out SLOWLY**

Although there's sure to be variation in the reading proficiency and progress of each student in every classroom, ensuring that each student starts off with a confident attitude and clear understanding of what to do is a cornerstone of any effective graded reader course. In the beginning, the teacher should choose the easiest and most fun book possible, one that even the lowest-level student can understand. Read together and show the students how you want the course to go. Explain to them that there will be a reading time from now on and that they should listen to the directions from the teacher so that they know what to do.

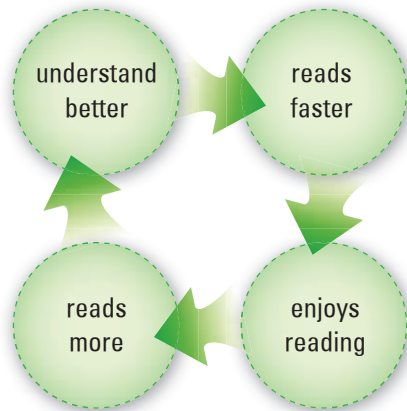
After finding out the levels of your students, creating a syllabus, and setting up a course, it's time to get started! There's one more very important thing every teacher must constantly be sure of, which is that students choose the correct readers. First and foremost, they must choose readers that are appropriate for their level, which is why it's important for students to know their levels. However, they must be interested in the book as well.

It's important to help students develop habits and techniques for choosing the correct reader. Depending on the type of course there are different guidelines, which will be explained later. For now, it's important to understand the difference between what will happen if students select the correct readers as opposed to what will happen if students select the wrong reader. Students who choose the wrong readers likely will not understand them well because they're either too hard or not interesting enough, and these students will become "weak readers." But students who choose the correct readers are likely to understand them well and feel motivated because they are learning and interested.

The vicious circle of the weak reader



The virtuous circle of the good reader



The number-one thing to keep in mind with graded readers is that students should be motivated by the pleasure they feel through the progress they make from the books they read. In short, they should feel like they are reading for pleasure.

Students who get pleasure from reading will also enjoy applying what they learn and thus will continue to improve. Therefore, it is essential that students get, and remain, motivated to read. They should also share their reading experiences with others, monitor their own progress, and follow the guidelines set up by the teacher. One useful thing which can assist with self-motivation, discipline, and monitoring progress is having students set a reasonable educational goal for themselves. It could be reaching a new level, reading a certain number of books, or learning a certain number of new words.

The teacher's job is to encourage, motivate, and help monitor the progress of each student. This end will be more easily achieved if the course is set up in a careful, organized, and easy-to-understand way. However, in a classroom setting this can also be a logistical challenge. You need to organize a clear, smooth system that students understand well and can even participate in.



Graded readers are a teaching and learning tool that helps students achieve specific English -language results, including:

- Fostering a more confident, motivated, and positive overall attitude toward studying English
- Automaticity (learning more vocabulary increasingly faster and with greater ease)
- Increasing comprehension of content through a variety of contexts
- Developing the ability to intentionally control and manipulate grammar structures
- Cultivating a better command over speaking and writing skills
- Improving independent and social communication, cooperation, and work skills

Graded readers are easy to use and can be easily fit into existing EFL or ESL courses. They can be used as a starting point for other English-language activities like listening or speaking. They can also be used as part of a series of linked skills activities in which learners focus on the same piece of material several times using different skills, or simply as the reading part of an English course.

Accomplishing educational goals by learning these skills with graded readers can help even the youngest learners perform better on tests by more quickly processing the information they read. The skills they develop can even eventually contribute to students' success in the career of their choice. The bottom line for any graded reading course is productivity.



Young Learners Classic Readers

An award winning graded reader series



LEVEL

A1

-

B1+

Beginner~
Upper Intermediate

60 Titles

6 Levels

Young Learners Classic Readers provide beginner-level English language learners enjoyable and easy reading practice of famous stories from around the world. Young English language learners will enjoy developing their vocabulary and reading fluency with the easy-to-read adaptations included in this varied collection of well-known tales for children.

Features

Each story includes:

- A short introduction
- A picture gallery of characters
- A story including full-color illustrations and highlighted dialog for easy recognition of spoken language
- A short playlet
- A picture dictionary
- MP3 CDs
- A companion workbook for each title

Supplemental Materials

Workbook available for each story:

- Comprehension practice
- Vocabulary and reading skill development
- Book reports

Complimentary Downloads

compasspub.com/YLCR



2013 Extensive Reading Foundation Winner!



Extensive Reading Foundation
Language Learner Literature Award Winner
THE LEGEND OF SLEEPY HOLLOW



The Extensive Reading
Foundation

Characters

Characters are introduced by name as well as with a picture so students can familiarize themselves with the story before reading the story.



Full-Color Illustrations

Original artwork creates a backdrop in which to read the story. The illustrations enable students to gain a better understanding of the story line as they progress through the story.



Word List

Using a picture dictionary format, each reader contains a word list of new vocabulary including a picture and corresponding definition for easy reference.



Playlet

To reinforce new vocabulary and grammar acquired from the reading, each story comes complete with a playlet which can be used for in-class performance.



An intensive reading course is the part of a graded reader course in which students spend time slowly and carefully reading texts. It is the language-learning strand of the course. The focus and emphasis during this part of the course should be on sound-spelling relationships, unfamiliar vocabulary, important grammatical constructs, grammatical signals that hold the text together, the organization of ideas in the text, strategy development, and detailed comprehension of texts. Texts used in IR should be more difficult than texts used for extensive reading or reading for fluency. However, the difficulties should be specifically relevant to the learner's particular stage of development and proficiency. If necessary, explanations can be in the learners' first language, but there should be a gradual shift to explanations in English when appropriate. Because of the greater degree of difficulty and the focus on various language features in the text, texts used in IR tend to be shorter than texts used in extensive reading or reading for fluency courses.

To help keep a standard and prevent wide gaps in understanding among students, it's suggested that teachers do IR readings together with students as a class. It's important to approach each lesson in a series of steps specifically designed to help with intensive reading. The next few pages will cover five suggested steps in conducting a successful IR course lesson.

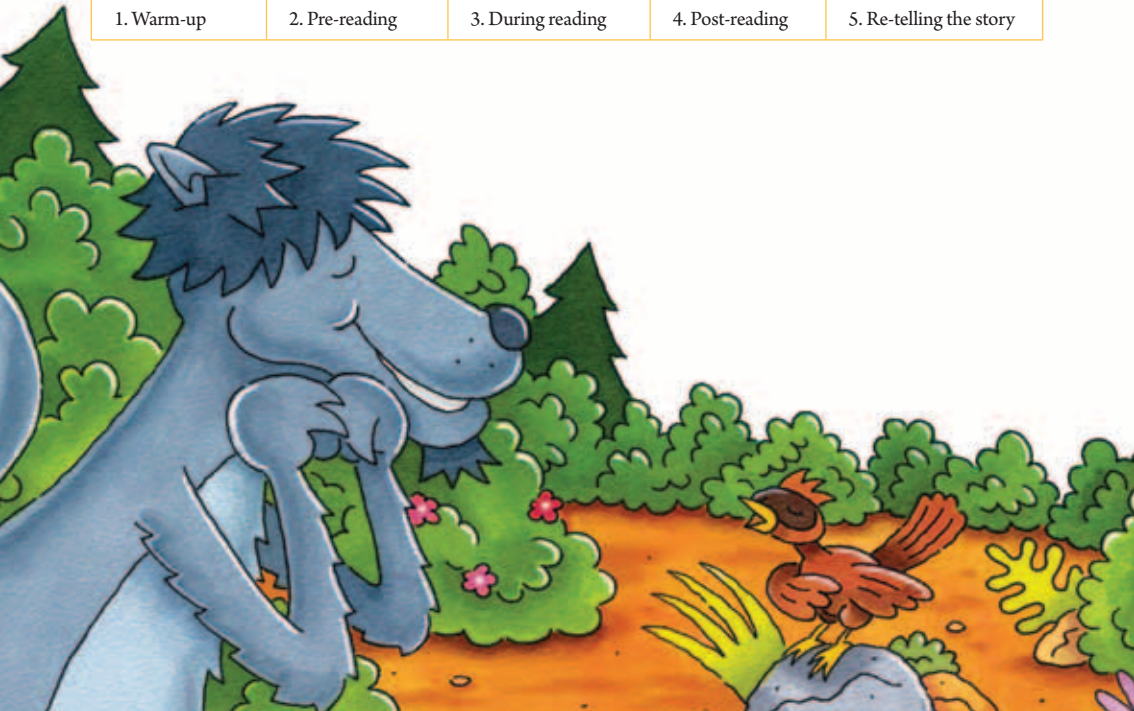
1. Warm-up

2. Pre-reading

3. During reading

4. Post-reading

5. Re-telling the story



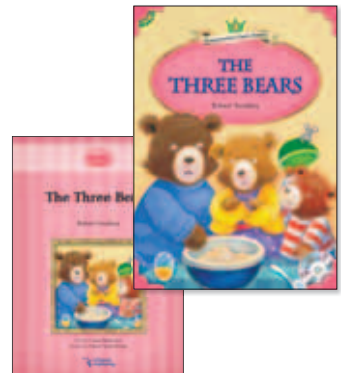
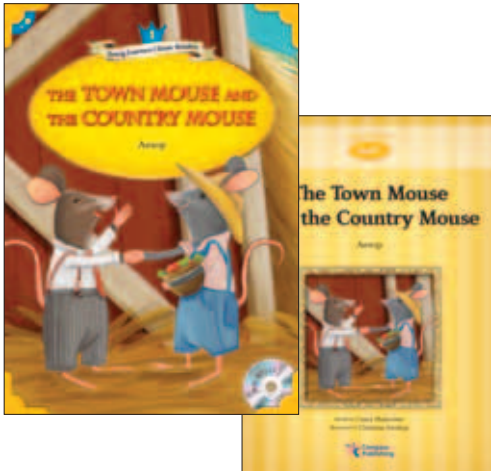
- The teacher asks comprehension questions related to what was read in the previous lesson in terms of reading comprehension, vocabulary, and language structures.
- Teachers can get students to work together to create quick summaries of the previous lesson's story.
- The students can focus on adding more details to their summaries in each class.
- The students may work individually or in groups to predict what will happen next.

 <p>angry She is angry. • Jack's mother is angry.</p>	 <p>count She counts to three. • The giant counts the gold.</p>
 <p>breakfast Many people eat eggs and bacon for breakfast. • "I didn't eat breakfast."</p>	 <p>cut You cut paper with scissors. • Jack cuts the bean plant.</p>
 <p>climb The giant gorilla climbs the building. • Jack climbs the plant.</p>	 <p>die The rat drinks the poison and dies. • The giant falls and dies.</p>
 <p>cloud A white cloud is in the sky. • In the clouds, Jack sees a big house.</p>	 <p>dinner Chicken is a popular food for dinner. • Jack goes to bed without dinner.</p>

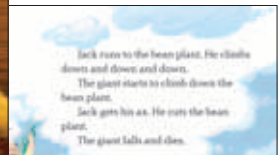
CHARACTERS




- Show the students the cover of the reader. Brainstorm and preview as many vocabulary words and ideas as possible. Lower-level students can work as a large group with the teacher, and upper-level students can work in pairs. Open a discussion about the characters, plot, and setting and elicit information from the students about each.
- Give the students strips of paper with the chapter titles (and/or illustrations if necessary). Have students work in groups to guess the best order for the chapters/ pictures. Give students a chance to explain why they chose a particular sequence.
- Find out about the original story. Tell lower-level students the story background and have upper-level students research the original story and discuss it in groups.
- Photocopy several pictures from the reader and have students work in pairs or individually to write what they think the characters will do or what they think the scene is about.
- Allow students to gain familiarity with the various topics covered in each story.



- Prepare some spot comprehension and detail questions before the lesson and regularly ask those questions to ensure that students understand the basic story up to a certain point throughout the lesson.
- When reading aloud as a class, have students do one of the following reading activities: Popcorn Reading, Poetry in Motion, Story Predictions, or Read to Me. (Each of these activities is explained in more detail in “IR activity suggestions,” p. 22).
- Have students keep new words journals in which they note new and unknown words or phrases. After finishing the book, refer students to their journals and help them to understand and write short definitions of those words.
- Have students check off words in the word list section of the reader as they encounter them in the book.

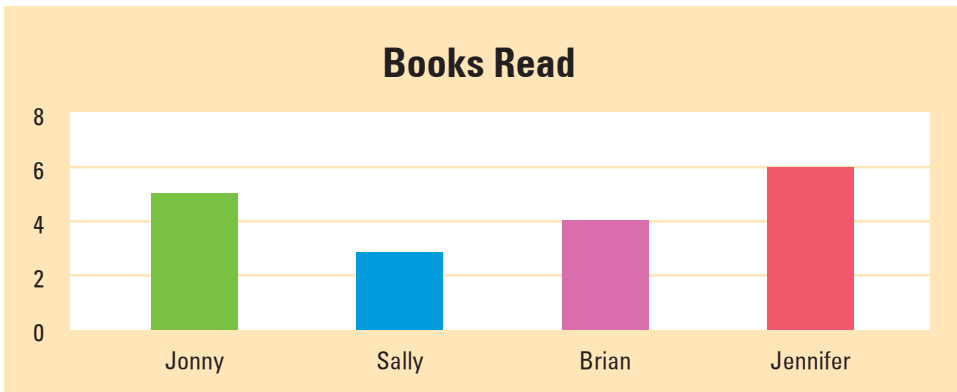


- Show students examples of movie posters. Then have students create a similar poster about the book. They can include highlights of the book, quotes, etc.
- Have students do book reports. Students can do a summary of the story's plot, an opinionated review, a character review, or a bibliography.
- Have the students keep a log of the books they read to help them track the progress they are making.

Book Title	Series & Level	Type & Purpose	Date Begun	Date finished	Comment on Book	Interest
Pinocchio	YLCR Lvl. 5	Fiction IR	04 / 21	04 / 28	Fun	4

Students can use a log like the one above to keep track of the books they read. They can note if the book was read for IR, ER, or fluency purposes. If the learners are very young, the teacher can come up with simple definitions for each type of reading, such as Learning (IR), Fun (ER), Speed (Fluency). In the interest column, students can grade the book 1-5 to indicate how much they enjoyed the story.

- After students complete their log, the teacher can keep a graph-record on display inside the classroom indicating how many books each student has read.



- Use the playlet to have the students perform and act out the story.
- Assign students to work in groups. Assign character roles to students. If the class sizes are appropriate, two students can be assigned per character and the play can be performed twice with cast A and cast B. Allow the students assigned to the same character from cast A and cast B cast to practice memorizing lines together.
- Allow students several class periods for rehearsing. Prepare some props. The teacher should walk around the room during preparation periods and help students with pronunciation and intonation.
- The teacher can record student presentations and include them in an online portfolio.



Reading Activities

- **Popcorn Reading:** This is a fun activity for reading aloud as a group in the classroom. The teacher starts by reading between one and three sentences and then says “Popcorn to...” and calls a student’s name. That student then reads between one and three sentences and then says “Popcorn to...” and calls another student’s name. The process continues until each student has had a chance to read. The teacher can keep track by giving a point after each student has read.
- **Poetry in Motion:** This is a fun TPR activity that will get students very excited about reading. It works well with stories that have a lot of action verbs. While reading aloud, whenever student reads a sentence with an action verb in it, he or she must then say the word and act out its meaning. Then the rest of the students must repeat the action of the reader. The teacher can assist when necessary. Teachers can also adapt this reading activity for stories without many action verbs by telling students that they should clap their hands or stomp their feet whenever they hear a particular type of word.
- **Story Predictions:** Students love to be right about things in front of their peers. This is an excellent way to harness that emotional drive in students and get them excited about reading further. Before turning to the next page, the teacher can pause and present the class with two plausible story progressions. Then students can vote for what they think will happen next. Alternatively, the teacher can survey the class and elicit responses from students about what they think will happen next. Remember to tell the students not to peek at the next page!
- **Read to Me:** The most typical type of reading aloud in the classroom is probably the situation in which the teacher reads first and the students repeat. This activity is an interesting mix of that. Divide the classroom into two halves. One half reads first and the other repeats. The teacher can help with pronunciation when necessary but should otherwise be a silent observer.

Other Activities

- **Technology:** Using technology in the classroom is a great idea. Students should not only read but also practice listening to the stories. The teacher can decide when it's best for their students to listen to the audio recording of each story, but it's important to give students opportunities to practice intensive listening while they are doing IR.
- **Comics:** Choose a section of text for the students to make a comic strip from. Encourage creativity and ensure that students use appropriate text in the speech bubbles. This activity can also be completed after reading the entire story. Teachers can allow students to re-tell the entire story this way, or ask the students to be creative and add new parts to the story plot. They can also practice using new words from their new words journal.
- **Little Journalists:** Students become “journalists” and report on a part of the story. Lower-level students can complete writing prompts, while upper-level students can improvise more. Also, students can act as journalists to create interview questions to ask various characters. Assign students character roles, and then have students interview each other.
- **Point of View:** Ask students to choose a character and then write about a scene from the character's point of view.
- **Board Games:** Have students create board games based on the books. Encourage them to be creative when decorating their boards and making their games! Encourage students to come up with different game ideas for different books (e.g. Pictionary, Chutes and Ladders, etc.).
- **Anachronisms:** A lot of stories are set in a particular historical period. Students and/or the teacher can have fun with pictures by re-creating an illustration from the story and adding things that are historically inaccurate. Then students can try to spot which things don't belong.



Compass Readers

2016 Extensive Reading
Foundation Winner!



A graded reader series with a unique collection of fiction and nonfiction

SB

LEVEL

Pre A1

B2

Emergent~
Intermediate

70 Titles
7 Levels

Complimentary Downloads

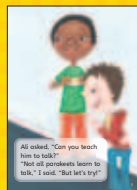
compasspub.com



Fiction

Levels 1-3

- Amusing and engaging characters
- Words with easy, predictable spelling patterns
- Simple, natural sentences that are easy to process
- Sequential, narrative storytelling that is easily comprehended



We tried to teach Percy to say hello. Percy looked at us, but he didn't say anything.



Levels 4-7

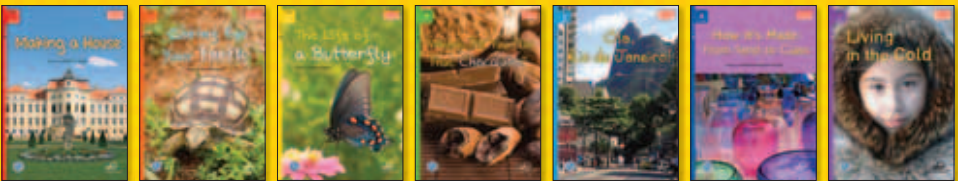
- Less familiar plot situations
- More complex story lines to interest young readers
- More complex settings, characters, and/or problems
- Multi-syllable words that are more difficult to decode using text

Welcome to the world of Compass Readers!

Compass Readers is a 70-book, 7-level collection of readers designed for elementary to intermediate learners of the English language. Learners will enjoy reading this unique array of fiction and nonfiction graded readers. The series has been creatively designed to develop vocabulary, reading comprehension, and reading fluency.

Features

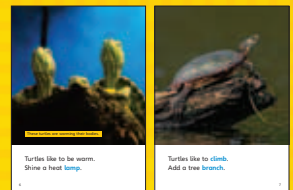
- Fiction and nonfiction readers with downloadable audio
- Level and age appropriate topics and themes
- Subject matter covering nature, social studies, science & technology, history, and biographies
- Carefully chosen vocabulary covering essential high-frequency English words
- A glossary and index featuring key terms at the back of each reader



Nonfiction

Levels 1-3

- Simple descriptive language
- Patterned language using high-frequency words
- Words with easy, predictable spelling patterns
- Comprehensible, realistic, and informative text



Levels 4-7

- Fun and interesting topics to engage and stimulate students' interests
- More challenging multi-syllable words that may be unfamiliar to young readers
- Informational text and simple biographies
- Text structures built around description, sequence, compare & contrast, cause & effect, and problem & solution

WHAT IS EXTENSIVE READING (ER)?

An extensive reading course is the part of a graded reader course in which students spend time reading for pleasure and trying to build up their comprehension and fluency skills. Thus, ER focuses on the meaning-input (comprehension) strand and the fluency development strand. Students should be reading about one book per week. In order to achieve this goal, students should be doing large, enjoyable quantities of reading inside and outside of the classroom. They shouldn't be spending a lot of time looking up words or learning new grammar concepts.

Just as athletes build stronger bodies through specific types of regimented exercise, EFL and ESL students can become stronger readers through a specific type of reading exercise: ER. To that end, ER courses should ensure that the students have a choice, within their level, in choosing what books they read. This is to help keep them interested, motivated, and independent. It's also important that they read silently and independently, both in and out of the classroom, in order to develop and practice the skills they will acquire throughout an ER course.

1. Reading time	2. Selecting a reader	3. Vocabulary acquisition	4. Personal log	5. Book reports
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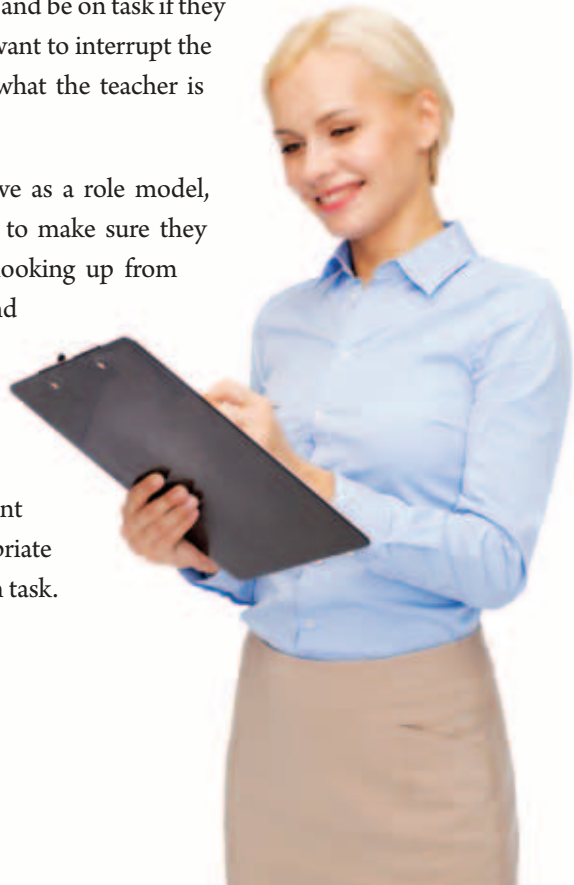
When implementing an ER course, be sure to have a specific, consistent time of the day that students know is for sustained silent reading (SSR). It's very important that teachers think about and choose an appropriate time. For example, students might not be able to select a book, sit silently, and focus on reading very well if they have just come from playing during free time or physical education class.

It's also important that the teacher establish a proper and consistent routine. The routine should give students time to select a reader, read, and monitor their own progress.

While students are reading, the teacher also has an extremely pivotal role to play which actually has two functions: management and observation.

Management: Serve as a role model. While it's important that the teacher manage the classroom and remain accessible to students who might have a question, students are more likely to focus and be on task if they see the teacher doing SSR. They will not want to interrupt the teacher and they will also try to mimic what the teacher is doing.

Observation: While it's excellent to serve as a role model, the teacher still has to monitor students to make sure they are on task. Observe your students by looking up from your reading and scanning the room. Stand up and move around the room to ensure students that you're able to quietly answer any questions they may have. Silent observation and quiet spot comprehension checks are also an excellent way to check if the level of reading is appropriate for the students, as well as to keep them on task.



In an ER course, it's essential that students choose what books they want to read. There are some important factors in choosing the “right” book, and you should make sure your students are aware of these factors when they are selecting a book to read.

Level: Keep the graded readers organized by level, and make sure students are choosing books appropriate for their level.

Interest: Encourage students to look at the cover illustration and title and to think about what the story will be about. Also encourage students to read the text on the back cover to help them to decide if the story is something that they want to read or not.

Strand: As mentioned above, there are two strands in an ER course: meaning-input (story comprehension) and fluency development (speed reading). It should be abundantly clear to the students what the purpose of the reading is so they can strategically choose the right book for them. Oftentimes, for example, for the fluency development strand, students will choose a book they have read before.

Giving a reason: To ensure that students are thinking about these factors when selecting a graded reader, the teacher can put colorful reminders up near the shelf or area where the readers are kept in the classroom. Furthermore, after students choose a reader, the teacher can ask them to give a reason for their choice. This can be done verbally or in a log.



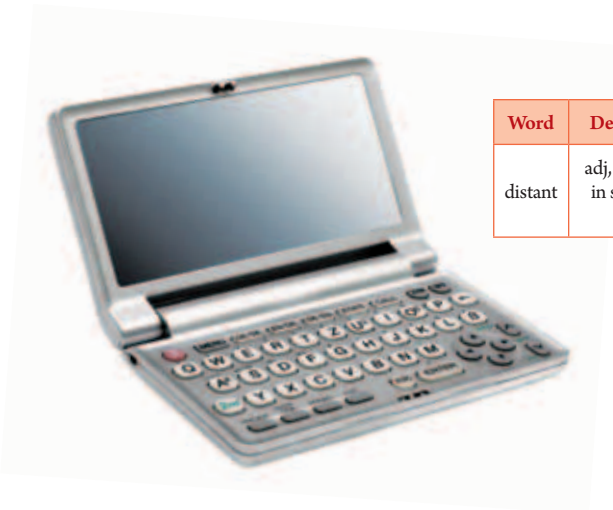
Ideally, in an ER course students should know almost all (~98%) of the words they are reading. However, everyone comes across unfamiliar words while reading, and these words shouldn't just be ignored. Therefore, it's important for the teacher to set up a policy so students know how to deal with unfamiliar and unknown words, while still focusing on meaning-input and/or fluency development.

Policy: Make sure students understand how much is too much. Generally, one or two unknown words per page is the limit. More specifically, four unknown words per two hundred words should be the maximum.

Tools: In some courses and contexts it might be better to figure out the meaning of a word without a dictionary. But in ER courses the focus is more on comprehension, speed, and quantity. That's why it makes sense to allow students to look up a word or just ask a teacher.

Logs: Students should learn to avoid a pattern of quickly learning and quickly forgetting unfamiliar words. Encourage students to keep a log of new words they learn throughout their extensive reading course. If nothing else, it's a reassuring, confidence-building tool that students can use to reflect on what they've learned.

Application: Teachers can even have students share new words with each other and apply them in a speaking or writing exercise.



Word	Definition	Book	Page #
distant	adj, far apart in space or time	The War of the Worlds	7

PERSONAL LOGS

Just as they keep track of new words they learn, students should also monitor and keep a record of the books they read. Keeping an accurate, detailed personal log of one's own reading history is an essential part of any ER course. Some of the suggestions that were mentioned in the IR section can, and should, be incorporated into the ER course. Teachers can adjust logs and tables to their classes and needs.

Logs like the one on page 20 can be used as part of a larger portfolio or catalog students use to monitor their own history and progress. Teachers can also ask students to keep a journal detailing each book they finish reading.

The teacher can use a student's own self-monitoring to judge whether the student is reading at the right level and making progress, and to provide positive reinforcement by celebrating the learning experience. Teachers can select an exceptionally well-done journal entry, portfolio, or catalog and display it in the classroom.



Although ER courses tend to be much more independent, it's still possible to use the playlet to perform or act out a story in a group if, by chance or by design, some students read the same story.

Students can use the playlet to individually re-enact the story by using puppets, making a video project, or doing another creative activity.

Students can also write book reports to ensure comprehension of a story. There are a multitude of different types of book reports that teachers and students can choose from. These include opinionated reviews, plot or information summaries, character descriptions, bibliographies, and more. Depending on whether the readers are non-fiction or fiction, students or teachers can choose a book report that is suitable for specific type of story.



In order to challenge students and get them to think in different and new ways, it's a good idea to ask them to complete more than just one type of book report. Teachers could make a class schedule in which all students have to do one type of book report. Teachers can also give students the chance to complete a certain number of different types of book reports of their own choosing.



Comprehension Activities

- **Presentations:** Like book reports, presentations can boost motivation and comprehension because students know that the information they are reading will be valuable in completing a task. Teachers can organize a schedule which is voluntary, random, or obligatory, in which the students are aware that they will make a verbal presentation based on their book report to the class.
- **Worksheets and quizzes:** As mentioned above, students can focus on boosting comprehension by knowing that there is a task that they must complete.
- **Daily summaries:** Students can more easily keep track of and comprehend what they have read for the day if they summarize it the same day. Writing summaries is especially useful for out-of-class reading. It helps students to learn how to recognize key information and is also a useful tool for the teacher to monitor the students' progress.
- **Word collages:** Students can make a word collage of new words or images of new words as another creative way to comprehend new vocabulary.



Fluency Activities

- **Technology:** Encouraging students to use technology at home is a great idea. It's a good way for parents to see and help their children learn outside the classroom. Students should not only read for fluency but also practice listening fluency with the stories. Downloadable MP3s and other materials produced by Compass, which include audio, are an excellent way to utilize technology.
- **Speed quiz:** This is a good in-class activity to quickly check students' fluency. Give the students a short, set, amount of time to read a page, passage, or portion of a story and then ask them questions from a quiz you have prepared before class. The questions should focus on details in the story. You can also read half of an easy sentence from the text and call on a student to finish the sentence.
- **Timed reading:** Tell students to start reading as quickly as they can, and do not tell them how much time they have. When the time is up, tell the students to write down how many pages they read and to briefly summarize those pages. For lower-level students, the teacher should prepare a template with basic questions to check the actual comprehension of the pages read.
- **Point of view:** Ask students to choose a character and then to write about a scene from the character's point of view.
- **Read aloud:** All of the reading activities detailed in the IR section can be used for in-class fluency development as well, except that the speed, pronunciation, etc. should be set at a higher standard. Because students' levels will differ, the teacher should select texts that even the lowest-level students can read fluently.



COMPASS CLASSIC READERS

A graded reader series with adaptations of the greatest classic literature



Compass Classic Readers provide beginning and intermediate English language learners accessible adaptations of the greatest works of literature. This series is carefully designed to retell the stories using vocabulary and sentence structures appropriate for each of six different grade levels. Each reader will help English language learners enjoy developing their vocabulary, fluency, and love of reading.

Each Reader Includes:

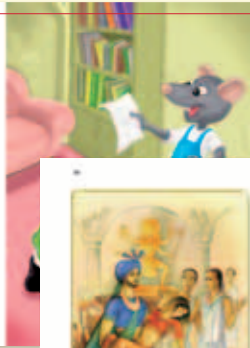
- Carefully graded, retold-stories using appropriate vocabulary and sentence structures
- Motivating full-color illustrations in level 1-4 and mature illustration-free text in levels 5-6
- Discussion questions before and after each chapter
- A short playlet for fun classroom activities
- A glossary of key vocabulary words
- An MP3 Audio CD
- A companion workbook

Complimentary Downloads

compasspub.com/classicreaders



Graded Reader



Preview Questions

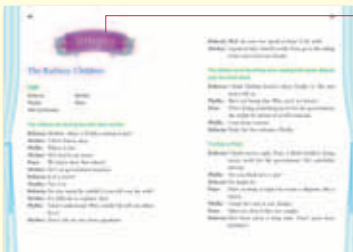
help learners to think about the topic of the chapter before reading the story.

[Around the World in Eighty Days]

[The Wind in the Willows]

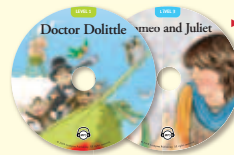
Review Questions

check to see if learners have understood the story thoroughly.



Playlet

engages learners in fun classroom performances.



MP3 Audio CD

Workbook

Workbook Activities

review and reinforce content and aid in developing fluency and reading comprehension.



GENERAL ACTIVITIES

Many of the activities outlined in both the IR and ER sections of this teacher's guide can be used interchangeably with slight modifications to ensure they help meet the educational and pedagogical goals of IR or ER. However, as every teacher knows, the more ideas that a teacher has at his or her disposal when planning a lesson, the better. It's important that the teacher looks at the material beforehand and prepares the activities before the class.

Games:

The more fun you can make any educational activity, the more interested students will be. Playing games on different platforms is also important to support students who learn differently and have different interests. These can include computer games, board games, artistic games, word games, acting games, picture games, etc. Some very useful vocabulary games that can be played across all of these platforms include:

- Matching pictures with words
- Identifying the one that fits/doesn't fit
- Organizing /Ordering
- Speed matching
- Memory game
- Roulette game
- Spot the Difference

Movies:

A lot of the fictional stories used in Compass Graded Readers are also movies. This can also be an excellent tool in helping students learn, comprehend, and boost fluency. It's up to each teacher to decide how they want to use movies as part of their English classes in conjunction with the readers.

Illustrations:

As mentioned earlier, anachronisms are just one of several activities that utilize the story illustrations. Illustrations can be used in many other activities and exercises in which students use them to comprehend and think critically about the stories. In addition, many of the game ideas listed on this page can be played using illustrations.

MONITORING PROGRESS

Monitoring progress is a key feature of any graded reading course. It helps students to remember what they learn, builds confidence, helps expose points of difficulty, serves as a barometer for success, helps the teacher more efficiently allocate resources, and more. Both students and teachers should be involved with monitoring progress, and there are some effective tips teachers can use to help them do so more effectively.

- **Observation during reading time.** As mentioned before, this can help keep students on task during SSR, but it can also be used as a tool for monitoring progress. Teachers can take note of which students asked which kinds of questions. Teachers can also see which students are not asking questions when they may actually need to. Teachers can engage in informal oral comprehension checks with each student to make sure the students are reading at the right level.
- **Level re-tests.** Teachers should give students periodic level re-tests to help check progress. By taking these tests, students will also begin to realize how reading benefits their overall English ability and test-taking skills. Level re-tests shouldn't occur too often because students need time to significantly improve their level. Before re-testing, consider how many books the students have read and for which kind of course (IR, ER, or Fluency). Students could become discouraged if re-testing is done too quickly or too often. Also make sure that students know that level tests are not graded so that they understand that the tests are simply a measuring stick.
- **Measuring reading speed.** At the beginning of a graded reading course and every so often thereafter, ask students to read a book at their level for three minutes. Then ask them to count the number of words they read. As with level re-testing, measuring reading speed can be an excellent way for students and teachers to judge how much progress is being made. Also like level re-testing, measuring reading speed shouldn't be done too often. Level re-tests and measuring reading speed can work well together to help give a more well-rounded assessment of vocabulary acquisition, grammar control, and fluency.

It's important to incorporate supplemental material when possible to help create a more enjoyable experience for the students and a more effective method for teachers.

- **Audio / Visual:** While the main emphasis of any graded reading course is on reading, it's important to emphasize "graded listening" as a concept in the course material as well. Some students may actually prefer to learn in this way. Movies based on the stories students have read can also be an excellent supplemental resource.
- **Games:** As mentioned before, various sorts of games can be excellent reinforcement and comprehension activities. Teachers and students can make and play board games, flash card games, and other various sorts of games to help students enjoy reading and celebrate learning. Teachers can use different games to check different types of skills. Pictionary, charades, picture/word matching, speed memory, roulette, bingo, and other games templates can be made and adjusted from story to story. For example, making a Pictionary card template and adjusting the words for different stories is an excellent way to help students acquire, use, and comprehend unfamiliar vocabulary words.

PICTIONARY
Space words
astronaut
planet
comet
telescope
alien

- **Worksheets/Quizzes:** Teachers can make a wide variety of worksheets and quizzes for use in IR courses to check vocabulary acquisition and grammar skills, and in ER/ Fluency courses to check comprehension and story details.

In addition to the resources mentioned on the previous page, Compass offers a wide variety of resources that can be used both in and out of the classroom.

- **Audio / Visual:** Free MP3s of Compass graded readers can be downloaded from Compass Media's homepage at http://www.compasspub.com/eng/compass/book_level.asp Furthermore, students can read e-books complete with audio recordings of each book at Compass' Reading Oceans website http://www.reading-oceans.com/Pages/ReadingOceans/ExtensiveReading_02.asp Readers that have been turned into movies can also be an excellent supplemental resource.
- **Games:** Teachers and students can make and play board games, flash card games, and use Compass's Reading Oceans website, which has comprehension activities and games for each reader. These can be found by clicking the "Extra" tab underneath each book.



- **Worksheets/Quizzes:** Teachers can also download free worksheets and quizzes at Compass's homepage as well as at the Reading Oceans site. Reading Oceans also has interactive quizzes and tracks the progress of each student. Teachers can use Reading Oceans as an excellent supplemental resource which helps students study individually at their convenience.

PROJECTS

Projects are an excellent way for students to develop and use reading comprehension skills. Those skills are then “linked,” with other skills to create a reading project. Projects can be in class or out of class and can be done individually or in groups. A variety of these types of projects should be included in a graded reading course. They include book reports, summaries, recommendations, bibliographies, plot/character manipulations, and other fun activities. Students can submit their projects in a variety of ways as well, focusing on different “linked skills,” such as delivering a speech or writing a book recommendation for their classmates to read.

A good linked skills activity keeps the attention of the students focused on the same concepts, basic ideas, and language throughout the whole project. It should begin with a manageable activity and progress through productive steps toward the final outcome. The steps should be easy to understand so that the students know what is expected of them and can enjoy creating and doing the project. See the example below.

Writing a Summary and Delivering an Oral Presentation

Step 1	Step 2	Step 3	Step 4
Read text and have students list the main ideas.	Form groups of a few students and compare and contrast which main ideas are the most important.	Write a summary of the most important main ideas from the text and draw a picture for each idea. Make a poster board to share with the class.	Practice and present your story summary to the class. Explain why you chose the main ideas and explain the pictures.

While linked skills activities can work fine with fictional stories, they work especially well with non-fiction readers in which students expand their knowledge on a particular topic. They can do this by conducting further reading or research. This can be done independently, in groups, and with or without the assistance of the teacher, based on their level. For example, if students read about New York City, the teacher can assign students to learn and write more about New York City.



Reading Oceans

An extensive digital reading program for English learners



Songs



Phonics



Readers



- Level test
- Over 500 readers with reinforcement activities
- 70 Phonics Lessons
- 50 Nursery Rhymes and Children's Songs
- Learning Management System
- Assessment Metrics



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© 2016 Compass Publishing
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Printed in Korea