

Placement Packet

# **Read Naturally<sup>®</sup>**

*Masters Edition ME*

2nd Edition

**Read Naturally® ME (Masters Edition) Placement Packet—2nd Edition**

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# Using This Packet

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You can use this packet to initially place your students in the appropriate Read Naturally® material when they begin the program. In addition, you can use this packet to preview the Read Naturally materials. The packet includes a full-sized copy of each story needed for placement testing and reduced-size samples of stories in other Read Naturally curricula.

## What Is Placement?

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Placement is the process of selecting reading materials and setting an initial goal for a student who is about to begin using Read Naturally. Placing a student in the Read Naturally program involves determining the following:

- **Level**—Which level of material is most appropriate for this student?
- **Curriculum**—Which curriculum would most benefit this student?
- **Goal**—What initial goal rate will challenge but not frustrate the student?

Correct placement is crucial to success in Read Naturally. When working in Read Naturally, the teacher must select a combination of reading material and goal rate that will challenge the student without being discouraging. The reading material and the goal rate need to be difficult enough to require the student to practice reading the story several times to reach his or her goal, even though the student listens to audio recordings of the story first. However, the level and goal should not be so difficult that the student gives up because of frustration.

Following the steps for placement outlined in this packet will help you determine the appropriate level, curriculum, and goal rate for each of your students.

### **Important!**

You may have already assessed the student using a fluency assessment tool such as Reading Fluency Benchmark Assessor (RFBA). Do not attempt to use these assessment results to place students in Read Naturally. To appropriately place a student, you must separately test the student for placement using the passages in this packet.

## What levels are available?

Read Naturally stories are grouped into levels based on their degree of difficulty. Read Naturally assigns levels to its materials based on several readability formulas.

Read Naturally levels range in difficulty from a first-grade through an eighth-grade reading level. Because struggling readers can rarely make full-year leaps as they progress, levels are available at almost every half year.

## What curricula are available?

For many of the Read Naturally levels, you have a choice of curricula. Regardless of the curriculum you choose, the primary purpose of Read Naturally is to build fluency in developing and struggling readers. Each curriculum additionally works on other areas of development. The following curricula are available:

- Sequenced
- Spanish translations
- Phonics
- American Manners and Customs
- Idioms
- Multicultural

## Sequenced Stories

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

24 stories/book

Formats available: audio CDs, cassettes, and software

The Sequenced stories comprise the basic curriculum and are appropriate for any developing or struggling reader. This curriculum spans first- through eighth-grade reading levels. The Sequenced materials build fluency and support comprehension and vocabulary growth.

## Hot Air Balloons

### Review Key Words

<b>floats</b>	stays in the air
<b>lighter</b>	having less weight
<b>warm</b>	not cold; almost hot
<b>helium</b>	a type of gas that is lighter than air and makes balloons float

### Write a Prediction

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Story 13, Tracks 1-4

### Read the Story

1     Are you afraid of **heights**? Then  
 6     hot air balloons are not for you. A  
 14    hot air balloon is a very big balloon.  
 22    It is made of strong **cloth**. A basket  
 34    can be tied to a hot air balloon.  
 38    People can ride in the basket.  
 44    Sometimes machines are tied to the  
 50    balloons. They **check weather** or  
 56    send TV shows.  
 66    A hot air balloon **floats** in the air.  
 Warm air is **lighter** than cold air.

73    The warm air in the hot air balloon is  
 82    lighter than the cold air outside. This  
 89    makes the hot air balloon **rise**. Some  
 96    balloons are filled with helium.  
 101   Helium is a **gas** that is lighter than  
 109   air. This makes the gas balloons **rise**.  
 116   Many hot air balloons have pretty  
 122   colors on them. They are fun to  
 129   watch in the sky.

word: float _____	word: heat _____	gas _____
check _____	check _____	check _____
float _____	float _____	float _____

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Level 2.0  
Hot Air Balloons

**Answer the Questions**

1. What is most of this story about?

- a. floating in the sky
- b. hot air and helium
- c. balloons that float
- d. balloons and baskets

2. What is used to make a hot air balloon?

- a. helium
- b. cloth
- c. baskets
- d. hot air

3. What does **check** mean in this story?

- a. to watch
- b. to hit
- c. to stop
- d. to mark

4. What is true about the air in all of the balloons talked about in the story?

- a. It is lighter than the air outside.
- b. It is heavier than the air outside.
- c. It is the same as the air outside.
- d. It is colder than the air outside.

5. Why do hot air balloons float?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number Correct: \_\_\_\_\_

**Write a Retell of "Hot Air Balloons"**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number of Words Written: \_\_\_\_\_

Copyright © 2006 Pearson Education, Inc. Level 2.0  
Hot Air Balloons

*A sample Sequenced story—Level 2.0*

## To see more sample stories...

- **Sequenced curriculum:** Look at the placement stories that appear later in this placement packet to see an example of a Sequenced story at each level offered.
- **All curriculum:** Visit the Read Naturally website to see a sample story at each level for every curriculum offered.

## Spanish Translations/Versión en Español

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

24 stories/book

Formats available: audio CDs, cassettes, and software

For the most part, the Spanish stories are word-for-word translations of the corresponding stories in the Sequenced curriculum. Native Spanish speakers may wish to read along with the Spanish version first to gain an understanding of the story content and vocabulary before working through the story in English. Some teachers also use these passages to support students who are learning to read in Spanish.

### Los globos de aire caliente

Lectura 13, Pistas 1-4

**Repaso de palabras claves**

flota	se mantiene en el aire
liviano	tener menos peso
caliente	no frío
helio	una clase de gas más liviano que el aire y hace que los globos floten

**Escribe lo que crees que vas a leer sobre "Los globos de aire caliente"**

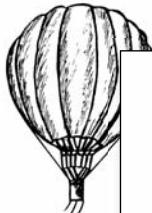
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**Lee la lectura** 1-4

<p>¿Tienes miedo de lugares altos?</p> <p>Entonces los globos de aire caliente no son para ti. Un globo de aire caliente es un globo muy grande. Es hecho de tela fuerte. Una canasta puede ser atada a un globo de aire caliente. La gente puede pasearse en la canasta. A veces máquinas se atan a los globos. <b>Revisan</b> el tiempo o transmiten programas de televisión. Un globo de aire caliente flota en el aire. El aire caliente es más</p>	<p>liviano que el aire frío. El aire caliente en el globo es más liviano que el aire frío afuera. Esto hace que el globo de aire caliente se eleve. Algunos globos se inflan con helio. El helio es un gas más liviano que el aire. Esto hace que los globos se eleven. Muchos globos de aire caliente llevan colores bonitos. Es muy divertido verlos en el cielo.</p>
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palabras leídas \_\_\_\_\_

errores \_\_\_\_\_

palabras leídas \_\_\_\_\_

errores \_\_\_\_\_

objetivo \_\_\_\_\_

expresión oral \_\_\_\_\_

Copyright © 2007 Read Naturally, Inc. 25 Los globos de aire

**Contesta las preguntas**

- De qué trata la mayor parte de esta lectura?
  - el flotar en el cielo
  - aire caliente y helio
  - globos que flotan
  - globos y canastas
- ¿Qué se usa para hacer un globo de aire caliente?
  - helio
  - tela fuerte
  - canastas
  - aire caliente
- ¿Qué quiere decir **revisan** en esta lectura?
  - observar
  - pegar
  - parar
  - marcar
- ¿Qué es cierto del aire en todos los globos mencionados en la lectura?
  - Es más liviano que el aire de afuera.
  - Es más pesado que el aire de afuera.
  - Es igual al aire de afuera.
  - Es más frío que el aire de afuera.
- ¿Por qué flotan los globos calientes?

Número de respuestas correctas: \_\_\_\_\_

**Escribe un resumen de "Los globos de aire caliente"**

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Número de palabras escritas: \_\_\_\_\_

Copyright © 2007 Read Naturally, Inc. 26 Nivel 2.0 Los globos de aire caliente

*A sample Spanish translation of a Sequenced story—Level 2.0*

## Phonics Stories

Levels .8, 1.3, 1.8, 2.3, 2.6, 2.7

24 stories/book

Formats available: audio CDs, cassettes, and software

Like the Sequenced materials, the Phonics materials are primarily designed to build fluency. In the Phonics series, each story and its supporting activities focus on the decoding of a featured phonics pattern, as follows:

Level .8	Short vowels	Level 2.3	R-controlled
Level 1.3	Long vowels	Level 2.6	Short vowels
Level 1.8	Blends/digraphs	Level 2.7	Long vowels

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

### A Hen

Story 12, Tracks 5-8

**Review Key Words\***

peck  
pen  
red

**Write a Prediction**

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**Read the Story\*\***

A hen is a chicken. A hen has two legs. A hen has two wings. A hen has a long neck. A hen has a red **comb**. A hen likes to **peck**. Some hens live in a **pen**. Some hens are fed special food. The food helps them lay eggs.

words read \_\_\_\_\_ words read \_\_\_\_\_ goal \_\_\_\_\_  
errors \_\_\_\_\_ cold score \_\_\_\_\_ errors \_\_\_\_\_ hot score \_\_\_\_\_ expression \_\_\_\_\_ date past \_\_\_\_\_

Copyright © 2006 Read Naturally, Inc. 23 Level .8—Word Families/Short Vowels A Hen (short e)

**Answer the Questions**

1. A \_\_\_\_\_ is a chicken. 3. A hen likes to \_\_\_\_\_.  
fed neck hen red peck hen

2. A hen has a \_\_\_\_\_.  
comb. hen red peck

4. Some hens live in \_\_\_\_\_.  
pecks necks pens

5. Why are hens fed special food?

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Number Correct: \_\_\_\_\_

**Practice Word Lists (short e)**

	5	10
15	pen	red peck
18	hen	fed neck
21	men	bed deck
24	Ken	led heck
27	ten	wed beck
30		

Practice 1: \_\_\_\_\_ Practice 2: \_\_\_\_\_ Practice 3: \_\_\_\_\_ Practice 4: \_\_\_\_\_ Practice 5: \_\_\_\_\_

Passed: \_\_\_\_\_

Copyright © 2006 Read Naturally, Inc. 24 Level .8—Word Families/Short Vowels A Hen (short e)

*A sample Phonics story—Level .8 (short vowels)*



## American Manners and Customs Stories

Levels 3.0, 3.5, 4.0, 4.5

12 stories/book

Formats available: audio CDs, cassettes, and software

This curriculum is designed to acquaint English Language Learners with some American manners and customs as they work on reading fluency and comprehension. The stories have extra audio and vocabulary support to help students who are new to the English language.

### What Is Body Language?

Story 5, Tracks 1-27

**Review Key Words**

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

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

**Write a Prediction**

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**Read the Story**

When people learn a new language, they expect to learn many new things, including new words, new sounds, and new grammar. In addition, there's a new body language to learn.

What is body language? When we spend time with people, we receive messages from more than just the words they say. Their eyes, their hands, and their whole bodies also have something to communicate. The messages a person's body sends others is called body language.

Body language is not the same around the world. Certain gestures or facial expressions can send different messages in different cultures. For this reason, it's especially important to learn and understand the body language of a new culture.

Americans come from many places so their body language is not always the same. Still there are some consistent

### Answer the Questions

**Identifying the main idea**

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

**Recalling a fact**

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

**Getting meaning from context**

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

**Making connections within the text**

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

**Processing information**

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

**Developing vocabulary**

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

**Applying information**

- Fill in the blanks with bold-faced words from the story.
 

Jon and May want to go to France. For this \_\_\_\_\_, they will take a class to learn French. They will work hard to learn the words in this \_\_\_\_\_.

\_\_\_\_\_ They think it is \_\_\_\_\_ to learn the differences between the American and French cultures. They also think it will be important to understand the nonverbal \_\_\_\_\_ the people in France send. They want the people in France to understand the \_\_\_\_\_ messages they send too.

Number Correct: \_\_\_\_\_

### What Is Body Language?

**Learn New Words**

**body language**<sup>1</sup> Body language is the movements of people's bodies and faces and the ways they stand or sit that tell others something about how those people feel. *Her crossed arms and squinted eyes—her body language—showed that she was angry.*

**communicate**<sup>2</sup> Communicate means to tell or share information and ideas. *My friend and I communicate by sending each other an email every week.*

**consistent**<sup>3</sup> Consistent means acting in a way that is always the same. *We have a consistent way of starting our school day; first we take attendance and then we turn in homework.*

**cultures**<sup>4</sup> Cultures are the beliefs, skills, arts, tools, traditions, and ways of life of different groups of people. *Many cultures value the freedom to say and write what you think.*

**expect**<sup>5</sup> Expect means to think something will happen or come. *The weatherperson told us to expect rain later in the day.*

**facial expressions**<sup>6</sup> Facial expressions are movements of the face that show how someone feels. *His smiling face showed that he was happy.*

**gestures**<sup>7</sup> Gestures are movements of the body that help tell an idea or feeling. *His raised hand showed that he wanted to speak.*

**gratitude**<sup>8</sup> Gratitude is a feeling of thankfulness. *She showed gratitude by saying "thank you" to her teacher.*

**important**<sup>9</sup> Important means useful or valuable. *The weather report gives important information about storms.*

**in addition**<sup>10</sup> In addition means also or as well as. *After Simon thanked his family for helping him, he said, "In addition, I want to thank my teacher, Mr. Day."*

A sample American Manners and Customs story—Level 4.5

## Idioms Stories

Levels 3.0, 3.5, 4.0, 4.5

12 stories/book

Formats available: audio CDs, cassettes, and software

Using this curriculum, both native English speakers and English Language Learners can learn common American idioms as they work on reading fluency. Like the American Manners and Customs materials, these stories include extra audio and vocabulary support.

### That's Easy!


Story 7, Tracks 1-27

**Review Idioms**

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

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

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



**Write a Prediction**

---

**Read the Story**

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

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

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

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

**Answer the Questions**

**Applying the main idea**

1. When are the idioms in this story most likely to be used?

- when a person has entered a contest
- when a person is reading a map
- when a person writes a letter

**Recalling a fact**

2. What was the ace up Harry's sleeve?

- He knew the people in charge of the contest.
- He had been studying history books all week.
- He had gone to school to become a chef.

**Getting meaning from context**

3. What does **position** mean in this story?

- a person's beliefs about something
- the spot or place someone is in
- the job someone does at a company

**Making connections within the text**

4. Why was cooking a piece of cake for Sara?

- because she spent a lot of time practicing in school
- because she liked to eat things that tasted sweet
- because she owned a successful restaurant

**Processing information**

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

Number Correct: \_\_\_\_\_

### That's Easy!

Idioms Level 4.0

**Learn New Words**

**ace**<sup>1</sup>  
An ace is a playing card with the highest point value. *With the points from one more ace, I can win the card game.*


**achieve**<sup>2</sup>  
Achieve means to complete, win, or make real. *When she sells the last shirt, she will achieve her goal of selling all the shirts.*

**advantage**<sup>3</sup>  
If someone has an advantage, that person has a better chance to succeed than someone else has. *Amy has the advantage in the race because she is the fastest runner.*

**applied**<sup>4</sup>  
Applied means you gave a company your name and work history to show that you want to be hired for a job. *I really need a summer job, so I applied at every store in the mall.*

**certain**<sup>5</sup>  
Certain means sure or positive. *I am certain that I will pass the test because I studied very hard this week.*

**chef**<sup>6</sup>  
A chef is a person who cooks for other people, often at a restaurant. *Many people liked the food that the chef cooked, so his restaurant was always busy.*



A sample Idioms story—Level 4.0

## Multicultural Stories

Level 3.0/4.0—African American History  
Level 3.0/4.0—Mexican American History

12 stories/book  
12 stories/book

Formats available: audio cassettes

Students reading these stories learn about African American or Mexican American history as they build fluency. Extending activities support mastery of the story content. For variety, you may wish to intermix these stories with stories in the Sequenced curriculum.

### The Mayas

**New Words**

**astronomy** the study of stars and planets  
**cacao** a bean that is used to make chocolate  
**cassava** a kind of root plant, like a potato

Story 3

The Mayan nation had almost two million people about 1,500 years ago. They were the first people in the world to use zero in math. They had a system of writing. They were very good at astronomy. Their calendars were as good as ours are today.


The Mayas built great pyramids and buildings in their cities. These pyramids and buildings were used for religious ceremonies. They were often covered with beautiful carvings of gods. Few people lived in the cities. They came there for religious ceremonies, then went back to their mud huts in the country.

Most of the Mayan people were farmers. They lived in a hot climate. They had to work hard to have enough food to eat. Their main crops were corn, beans, squash, sweet potatoes, cassava, cotton, tobacco, and cacao. They did not have large animals to pull plows. They

plowed and planted by hand using digging sticks to dig the soil.

The Mayas had a game like basketball. They would throw a small rubber ball through a stone ring. The ring was high up on a wall. Sometimes they would play this game for days.

The Mayas were a great people who ruled parts of Mexico for hundreds of years.



**Comprehension Questions**

- What number in math did the Mayas use before anyone else?
- What kind of work did most Mayas do?
- Why did Mayas build pyramids?
- How is your life like that of the Mayas?

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Level 3.0-4.0 Mexican American History

### The Mayas

Activity

The Mayas came up with the idea of zero. This idea helps people count easily. Without a zero, the number 10 is written by showing ten marks (like this: |||||). With a zero, 10 can be written like this: 10.

- Add the following two numbers:
- Now add these marks:
- Which way is easier?

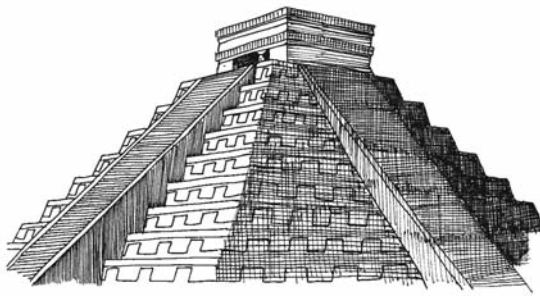
$$\begin{array}{r} 78 \\ + 20 \\ \hline \end{array}$$

|||||

+ |||||

\_\_\_\_\_

\_\_\_\_\_



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Level 3.0-4.0 Mexican American History

*A sample Multicultural story—Level 3.0/4.0 Mexican American History*

## What is a reading rate goal?

In addition to selecting a level and curriculum, the teacher must set an individualized, developmentally appropriate goal rate for each student. This goal is the number of words a student must read correctly in one minute to pass a story. The goal needs to be sufficiently high to require the student to practice reading the story many times before achieving the goal rate but not so high that the student becomes frustrated.

### **Changing the level of material or the goal**

After placing a student, allow him or her to read in the same level of material and at the same goal rate for at least six stories (typically about two weeks), unless it is obvious that the student was placed inappropriately. As he or she continues to work in the program, you will adjust the level of the reading material or the goal—but not both at once—to meet the changing needs of the student.

For more information on adjusting levels and goals, refer to the *Read Naturally Masters Edition Teacher's Manual*, which is available to download from the Document Center on the Read Naturally website ([www.readnaturally.com](http://www.readnaturally.com)).

## Steps for Initial Placement

Determine Level

1. **Estimate the reading level** of the student based on test scores and classroom performance.
2. **Find the placement story** in this packet that matches your estimate.
3. **Time the student** for one minute while he or she reads the story. Count the student's errors (see Conducting a Placement Timing on page 11).
4. **Calculate the number of words** read correctly by subtracting the number of errors from the number of words read. Record the score on the Initial Placement Worksheet (page 10).
5. **Determine whether the level at which the student read is appropriate** for the student. The level is a match if the number of words the student read correctly falls within the range listed in the placement table.
6. If the level is not a match, **continue to test** the student on additional stories in this packet until you find the level at which the student reads within the corresponding range in the table.

Placement Table

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

WCPM = words correct per minute

If a student's scores fall between the ranges (for example, a student scored 61 when tested on level 3.0 but scored 55 when tested on level 3.5, so neither level is an exact match), or if the student reads stories from two or more levels within the appropriate range, then you must decide on a level based on the student's age, background knowledge, and motivation.

Select Curriculum

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

Placement testing level	Curriculum Options					
	Sequenced	Sequenced Spanish Translation	Phonics	Amer. Manners & Customs	Idioms	Multi-cultural
1.0	1.0	1.0	0.8 short vowels			
1.5	1.5	1.5	1.3 long vowels			
2.0	2.0	2.0	1.8 blends/digraphs			
2.5	2.5	2.5	2.3 r-controlled			
3.0	3.0		2.6 short vowels 2.7 long vowels	3.0	3.0	3.0/4.0
3.5	3.5R	3.5		3.5	3.5	3.0/4.0
4.0	4.0			4.0	4.0	3.0/4.0
4.5	4.5R	4.5		4.5	4.5	
5.0	5.0					
5.6	5.6					
6.0	5.8/6.0					
7.0	7.0R					
8.0	8.0					

Set Goal

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

# Initial Placement Worksheet

Student Name: ..... Date: .....

Grade: .....

## Instructions

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

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

Placement Table

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

WCPM = words correct per minute

## Placement Testing Results

Placement testing level	Nbr of last word read (A)	Errors (B)	WCPM score (A – B)	Curriculum and Level (Circle one)						Goal
				Seq.	Spanish Translation	Phonics	Amer. M. & C.	Idioms	Multi-cultural	
1.0				1.0	1.0	.8 short vowels				
1.5				1.5	1.5	1.3 long vowels				
2.0				2.0	2.0	1.8 blends/digraphs				
2.5				2.5	2.5	2.3 r-controlled				
3.0				3.0		2.6 short vowels or 2.7 long vowels	3.0	3.0	3.0/4.0	
3.5				3.5R	3.5		3.5	3.5	3.0/4.0	
4.0				4.0			4.0	4.0	3.0/4.0	
4.5				4.5R	4.5		4.5	4.5		
5.0				5.0						
5.6				5.6						
6.0				5.8/6.0						
7.0				7.0R						
8.0				8.0						

Level/Curriculum: .....

Goal: .....

## Conducting a Placement Timing

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### Steps for timing

- 1 Sit next to the student so that you can see the passage text (or make two copies of the text so you each have one).
- 2 Explain that you will be listening to the student read several different passages so that together you can find the best fit.
- 3 Give the student the passage, and read the title.
- 4 Set the timer for one minute, and then say: "When I hear your voice, I'll start the timer."
- 5 When the student begins reading, activate the timer.
- 6 As the student reads, tally his or her errors.

#### **Tips for counting errors**

- Make a tally mark on the placement worksheet or on scratch paper for each error. Make sure to mark errors in a way that does not distract the student.
  - Be consistent in what you count as an error. See the tables that follow these steps for recommendations on what should, and should not, count as an error.
- 7 When the timer sounds, tell the student to stop reading. Make note of the last word the student read.
  - 8 Count the number of words the student read in the minute.

#### **Tips for counting words**

- Each number on the left side of the passage indicates the total number of words through the end of the previous line of text.
  - The words in the title do not count as words in the passage. If the student reads the title, wait and start the timer when the student begins reading the passage.
  - Each word in the passage counts as one word.
  - A number written as a numeral counts as one word.
  - Each word in a number written in words counts as a word.
  - An abbreviation counts as one word.
  - If words are connected by a hyphen, each word counts as one word.
- 9 Subtract the errors from the number of words read to determine the student's words correct per minute (WCPM) score.
  - 10 Record the student's WCPM score on the placement worksheet; if the level is a good fit, you will need this score to calculate the student's goal.

## What counts as an error?

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

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

## What doesn't count as an error?

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



### Placement Example: Kyle

Kyle is in fifth grade, but we estimate that he reads at a third-grade level, even though he has a good oral vocabulary. When timed on the placement tests, his results were as follows:

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

In placement level 3.0, Kyle read 63 words correctly per minute. Comparing his score to the Placement Table, we see it is above the suggested reading rate range of 30 to 60 WCPM. In placement level 3.5, Kyle read 57 words correctly per minute, which is below the suggested rate range of 60 to 80 WCPM for levels 3.5 to 5.0.

His scores do not fit into either range, so we must choose between the two levels based on our knowledge of Kyle. To decide, we consider characteristics such as his grade level, comprehension skills, oral vocabulary level, motivation, and frustration level. Because Kyle is an older student with a good vocabulary, we decide to challenge him with the higher level—3.5.

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

Finally, we determine a goal rate for Kyle. Since he is in fifth grade, we would typically add 40 to the number of words he read correctly. We add 40 to his score on the level 3.5 placement test ( $57 + 40 = 97$ ) and round down to 95. Because Kyle's score was below the range in the Placement Table, we might want to set the goal slightly lower than normal by only adding 30 to his score for a goal of 85.

## Placing Beginning Readers

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

### Note

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

At placement level 1.0, you have a choice of curricula (Sequenced level 1.0 or Phonics level .8). After choosing a curriculum, set the goal as usual by adding 30 to the student's score on the placement test.

Students who are not yet ready to work independently in these curricula but who know 15 to 20 words may start in Read Naturally's GATE (Group and Tutoring Edition) for phonics level .8. GATE offers direct phonics instruction for students in small groups, in addition to fluency support. For more information on GATE, visit the Read Naturally website ([www.readnaturally.com](http://www.readnaturally.com)).

### **Placement Example: Jesse**

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

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

As a beginning reader, Jesse can work in either Phonics level .8 or Sequenced level 1.0. If she needs practice in decoding words with short vowels, place her in Phonics level .8 to provide some phonics instruction along with the fluency practice. If Jesse is receiving good phonics instruction and does not need more phonics practice, put her in Sequenced level 1.0 to work on fluency alone.

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

## **Placing Students in Spanish Levels**

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

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

## Common Questions About the Placement Process

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### **My student ended up fitting in a level where he or she made lots of mistakes on the placement test. Is that OK?**

You can successfully place students in a level even if they make many errors on their placement tests. You can place students in a challenging level because once students start working in the Read Naturally program, they will be getting lots of support. They will read the story along with a narrator several times, which will help them learn the words they don't already know. Then, they will have an opportunity to practice the story many times. This high level of support means that you will place each student in a level of Read Naturally material that is challenging, because the challenge accelerates learning.

### **What if I want my students to do whole-story or two-minute timings when they work in Read Naturally?**

**Whole-story timings:** Some teachers ask their students to time themselves reading to the end of each story as they follow the Read Naturally steps (this requires the Read Naturally timer/calculator to compute the score). During the placement timing, even for these students, you will time the student for only one minute. Calculate the goal as usual.

**Two-minute timings:** The stories in levels 5.6 and above are longer, and teachers sometimes ask older students to time themselves for two minutes as they practice the Read Naturally stories in these levels. The longer timing gives older students a chance to read for more sustained periods and exposes them to more vocabulary. During the placement timing, even for these students, you will time the student for only one minute, and calculate the goal as usual. However, after you calculate the goal, double it so the student knows how many words he or she must read in two minutes.

### **When should I consider using the Phonics curriculum with a student?**

The Phonics curriculum is appropriate for any first- or second-grade student who is beginning to learn phonics. Also consider using the Phonics curriculum with older students if the placement test indicates the student should work in level 3.0 or below and you believe the student requires phonics work. To determine if an older student needs phonics work, try one or more of the following:

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

## How do I know if a particular Phonics level is appropriate for a student?

Place a student in a Phonics level by first determining his or her placement test score. Then, determine if the suggested Phonics level is a good match for the student's phonics needs. For example:

- Ellen's placement test indicated placement level 1.5 is a good fit. The Curriculum Options table shows that the corresponding Phonics level is 1.3, and the 1.3 Phonics curriculum works on long vowels. If Ellen needs to work on long vowels, then Phonics level 1.3 is a good fit.
- Ted's placement test indicated placement level 2.0 is a good fit. The corresponding Phonics level for him is 1.8, which works on blends and digraphs. If you know Ted needs work on both long vowels and blends and digraphs, place him in Phonics level 1.8. Do not put Ted in level 1.3 to work on long vowels; that level is too easy. Instead, work with him on long vowels outside of the Read Naturally program.
- Mike's placement test indicated that placement level 2.0 is a good fit, so the suggested Phonics level is again 1.8 (blends and digraphs). Suppose your knowledge of Mike suggests that he needs work on long vowels but not blends and digraphs. Do not put Mike in Phonics level 1.3 even though it works on long vowels, because that level is too easy for him. In this case, place Mike in the Sequenced curriculum for level 2.0, and work on long vowels using a program other than Read Naturally Masters Edition.

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

# Placement Stories

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Use the stories on the pages that follow to test students to determine their placement level. Before testing students for placement, please review the instructions for placement presented earlier in this packet.

The placement stories include one story from each level of the Sequenced curriculum. Test students using these placement stories, and then decide whether to use the Sequenced curriculum or a different curriculum that is at an equivalent level of difficulty. For more information, refer to the steps for initial placement earlier in this packet.

## Note

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

Ask students to complete the questions *only* if you think it will give you additional information to help you decide between two levels. Do not ask a student to answer the questions without first:

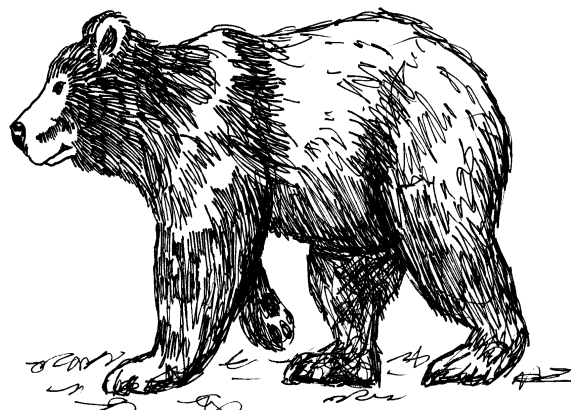
- asking the student to read the entire story without being timed, and
- telling the student, before he or she reads the story, that he or she will answer questions about the story at the end.



# Bears

## Review Key Words<sup>1</sup>

strong	having a lot of power or strength
short	not tall; small
big	large; not small
legs	parts of the body that help us walk and stand



## Write a Prediction

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## Read the Story<sup>2-4</sup>

6 Bears are big animals. They have  
 13 big heads. They have big feet. Bears  
 19 are very strong animals. They have  
 27 short legs. They can kill a man with  
 34 one hit. Bears have little ears. They  
 42 have little eyes. They do not see well.  
 49 Bears have long fur. A grizzly bear  
 57 has brown fur. A polar bear has white  
 65 fur. A black bear has black fur. Cubs  
 68 are baby bears.

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

# Answer the Questions

1. What color is a grizzly bear?

a. brown  
b. black  
c. white
2. What is a baby bear called?

a. a polar  
b. a cub  
c. a grizzly
3. What parts of a bear are big?

a. feet and head  
b. ears and eyes  
c. nose and fur
4. What part of a bear is very strong?

a. ears  
b. eyes  
c. legs
5. Name one thing bears cannot do well.

Number Correct:

# Write a Retell of "Bears"

Number of Words Written:



# Giraffe

## Review Key Words<sup>1</sup>

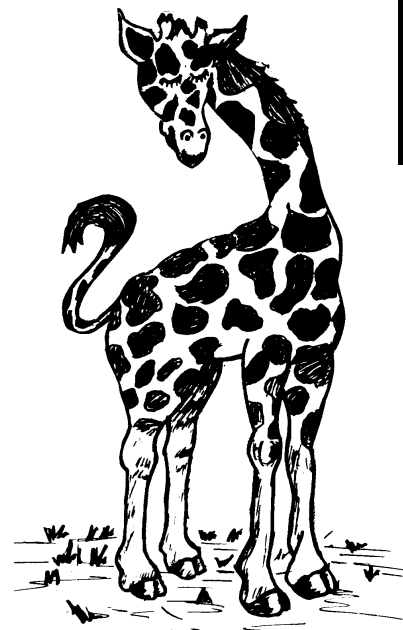
tall	having height
sleeps	rests, usually at night
stand	to be on your feet
neck	body part that holds your head up

## Write a Prediction

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## Read the Story<sup>2-4</sup>

9 The giraffe is a very tall animal. In fact,  
 18 the giraffe is the tallest of all animals. The  
 27 giraffe has long, thin legs. It can run very  
 36 fast. The giraffe has a long neck. It eats  
 44 leaves from trees. It eats fruit from trees.  
 52 The giraffe can sleep standing up. It rests  
 62 its head on a branch of a tree. Africa is  
 70 the home of the giraffe. The giraffe lives  
 78 in small groups. A giraffe can close its  
 86 nose. This keeps out sand and dust. At  
 95 birth, a giraffe is 150 pounds. It can stand  
 103 up when it is just one hour old.

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

**Answer the Questions**

1. What is most of this story about?

a. long necks and legs  
b. a very tall animal  
c. living in Africa  
d. eating fruit from trees
2. What helps a giraffe run fast?

a. its long neck  
b. its long, thin tail  
c. its closed nose  
d. its long, thin legs
3. How can a giraffe sleep?

a. sitting down  
b. standing up  
c. with a closed nose  
d. lying down
4. Why does a giraffe need a long neck?

a. to help it stand up  
b. to help it run very fast  
c. to help keep sand out of its nose  
d. to help it get leaves from trees
5. What are three things giraffes can do that people cannot do?

Number Correct:

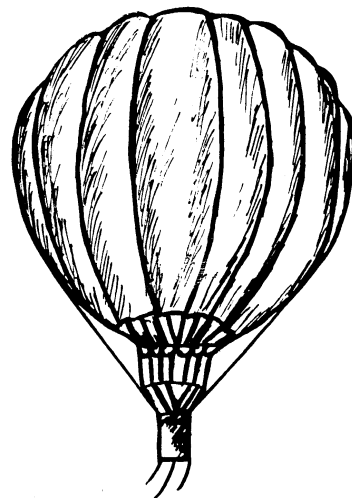
**Write a Retell of "Giraffe"**

Number of Words Written:

# Hot Air Balloons

## Review Key Words<sup>1</sup>

<b>floats</b>	stays in the air
<b>lighter</b>	having less weight
<b>warm</b>	not cold; almost hot
<b>helium</b>	a type of gas that is lighter than air and makes balloons float



## Write a Prediction

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## Read the Story<sup>2-4</sup>

Are you afraid of **heights**? Then  
 6 hot air balloons are not for you. A  
 14 hot air balloon is a very big balloon.  
 22 It is made of strong **cloth**. A basket  
 30 can be tied to a hot air balloon.  
 38 People can ride in the basket.  
 44 Sometimes machines are tied to the  
 50 balloons. They **check weather** or  
 55 send TV shows.  
 58 A hot air balloon **floats** in the air.  
 66 Warm air is **lighter** than cold air.

73 The warm air in the hot air balloon is  
 82 lighter than the cold air outside. This  
 89 makes the hot air balloon **rise**. Some  
 96 balloons are filled with helium.  
 101 Helium is a **gas** that is lighter than  
 109 air. This makes the gas balloons rise.  
 116 Many hot air balloons have pretty  
 122 colors on them. They are fun to  
 129 watch in the sky.

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

**Answer the Questions**

1. What is most of this story about?
  - a. floating in the sky
  - b. hot air and helium
  - c. balloons that float
  - d. balloons and baskets
2. What is used to make a hot air balloon?
  - a. helium
  - b. cloth
  - c. baskets
  - d. hot air
3. What does **check** mean in this story?
  - a. to watch
  - b. to hit
  - c. to stop
  - d. to mark
4. What is true about the air in all of the balloons talked about in the story?
  - a. It is lighter than the air outside.
  - b. It is heavier than the air outside.
  - c. It is the same as the air outside.
  - d. It is colder than the air outside.
5. Why do hot air balloons float?

\_\_\_\_\_

\_\_\_\_\_ Number Correct: \_\_\_\_\_

**Write a Retell of "Hot Air Balloons"**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Number of Words Written: \_\_\_\_\_

# Firewalkers

## Review Key Words<sup>5</sup>

burn	destroy with fire
bare feet	having no socks or shoes on your feet
coals	burning pieces of wood or coal; embers
boots	shoes that cover the feet and lower legs

## Write a Prediction

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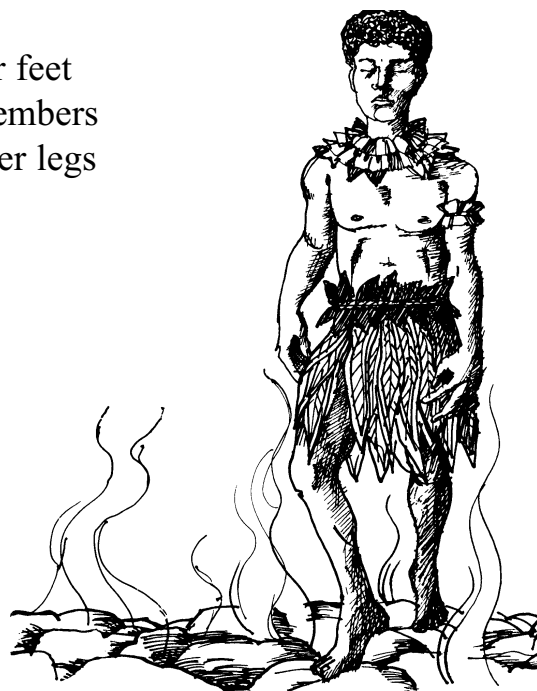
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## Read the Story<sup>6-8</sup>

5 In 1959, some people watched  
 10 something **strange**. It happened on  
 16 the island of Bora Bora. They  
 22 watched men walk on fire. The  
 29 firewalkers walked on a **pit** of hot  
 36 **coals** with **bare** feet. The coals were  
 43 so hot they could burn through thick  
 49 boots in a few seconds. The  
 55 firewalkers walked all the way down  
 63 the pit. The pit was 40 feet long.  
 69 They walked back again. The men  
 77 were hot, but their feet were not hurt.  
 There are firewalkers in other

82 parts of the world. There are  
 88 firewalkers in India, Japan, and North  
 94 Africa.  
 95 The feet of many firewalkers have  
 101 been looked at by doctors after they  
 108 have walked on the coals. Their feet  
 115 have not been burned. Most people  
 121 cannot walk on hot coals.  
 126 Firewalkers **train** for a long time. It  
 133 is very dangerous. Boys and girls  
 139 should not try firewalking.  
 143

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

**Answer the Questions**

1. What is the main idea of this story?
  - a. Firewalkers can walk on hot coals and not get burned.
  - b. Firewalkers live in many parts of the world.
  - c. Firewalkers walk on long pits of hot coals.
2. What happened on the island of Bora Bora when the men walked on fire?
  - a. Holes were burned in their boots.
  - b. Their feet were not burned.
  - c. Doctors were called to help them.
3. What does **pit** mean in the story?
  - a. a seed in fruit
  - b. a bad or dirty place
  - c. a hole in the ground
4. What do firewalkers do before they walk on hot coals?
  - a. They put their feet in water.
  - b. They train for a long time.
  - c. They put on thick boots.
5. Why should boys and girls not try firewalking?

\_\_\_\_\_

\_\_\_\_\_ Number Correct: \_\_\_\_\_

**Write a Retell of "Firewalkers"**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Number of Words Written: \_\_\_\_\_

# Gorilla

## Review Key Words<sup>1</sup>

<b>monsters</b>	large, dangerous animals or things
<b>shy</b>	feeling afraid around others; bashful
<b>mean</b>	not nice; cruel
<b>pound</b>	to hit hard



## Write a Prediction

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## Read the Story<sup>2-4</sup>

5	Gorilla! The very word <b>terrifies</b>	91	circus. Circus <b>posters</b> called him,
10	people. They think gorillas are	96	"The World's Most Terrifying Living
16	monsters who would like to <b>tear</b>	101	Creature." They showed pictures of
23	them <b>limb</b> from limb. And, to be	106	him looking terrible. Before he was
28	sure, gorillas look frightening. Their	112	in the circus, Gargantua belonged to
35	faces look mean, and they are big	118	a woman in New York. She raised
42	and strong. But the truth is, gorillas	125	him from a baby. And she thought
50	are very shy. They don't want to eat	132	he was very sweet. One night it was
56	people. They eat only grass and	140	stormy out. Gargantua was afraid.
61	leaves. When they pound their	145	So he broke out of his cage and
68	chests, it is only to frighten an	153	crawled like a frightened child into
74	enemy. If that doesn't work, the	159	bed with the woman! That was when
79	gorilla will just run away.	166	she decided to give him to the circus.
84	The most famous gorilla was	174	
	Gargantua the Great. He was in the		

words read \_\_\_\_\_

- errors \_\_\_\_\_

= cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_

= hot score

expression

goal \_\_\_\_\_

date passed

**Answer the Questions**

1. What is the main idea of this story?
  - a. Gorillas do not eat people.
  - b. Gorillas are terrifying animals.
  - c. Gorillas look mean but are shy.
2. Why do gorillas pound their chests?
  - a. to hurt themselves
  - b. to exercise their arms
  - c. to scare away enemies
3. What does **limb** mean in this story?
  - a. a bar of a cage
  - b. the branch of a tree
  - c. an arm or a leg
4. How do we know gorillas are shy?
  - a. They run from their enemies.
  - b. They break out of cages.
  - c. They pound their chests.
5. Why did the woman give the gorilla to the circus?

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\_\_\_\_\_ Number Correct: \_\_\_\_\_

**Write a Summary of "Gorilla"**

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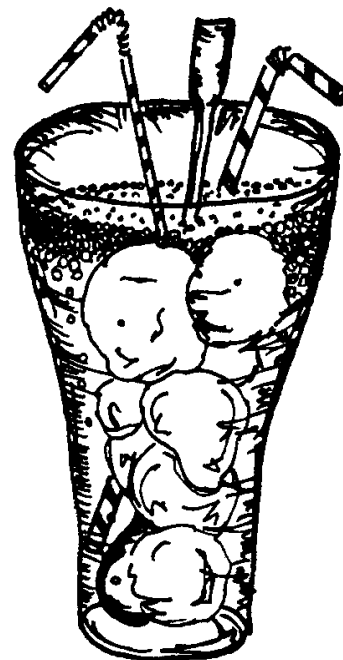
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# Ice Cream Sodas

## Review Key Words<sup>5</sup>

accidentally	by chance; not meant to happen
melt	to change from a solid into a liquid
invented	thought up; created
drink	liquid to swallow; a beverage



## Write a Prediction

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## Read the Story<sup>6-8</sup>

5 Most people have heard the  
11 saying, "When life gives you lemons,  
16 make lemonade." Well, that's just  
23 what Robert M. Green did when he  
28 **accidentally** invented the ice cream  
soda.

29 Robert M. Green sold **soda pop** in  
36 Philadelphia. People really liked a  
41 special drink he made with soda pop  
48 and sweet cream.

51 One day in October of 1874, Mr.  
58 Green was selling his drinks at a  
65 celebration of the Franklin Institute.  
70 There was still a lot of time left in  
79 the day when he ran out of sweet  
87 cream. Instead of shutting his **stand**

93 down early, he decided to make the  
100 best of things. He bought some ice  
107 cream, planning to let it **melt** and use  
115 it in place of the sweet cream. But  
123 before the ice cream had a chance to  
131 melt, some people wanted to buy a  
138 drink. Mr. Green didn't want to turn  
145 them away. So he made the drinks  
152 with the frozen ice cream. Lucky for  
159 Mr. Green, people loved the ice  
165 cream sodas.

167 Before inventing ice cream sodas,  
172 Mr. Green made about six dollars a  
179 day. After inventing ice cream sodas,  
185 he made about 600 dollars a day.  
192

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_

goal \_\_\_\_\_

hot score expression date passed

**Answer the Questions**

1. What is the main idea of this story?
  - a. Ice cream sodas are made from soda pop and ice cream.
  - b. The ice cream soda was invented by accident.
  - c. Mr. Green made money selling ice cream sodas.
2. Why did Mr. Green buy ice cream?
  - a. to make ice cream cones to sell
  - b. to invent the ice cream soda drink
  - c. to use in place of sweet cream in his drinks
3. What does **stand** mean in this story?
  - a. a table or booth for selling
  - b. to be up on your feet
  - c. to put up with something
4. Why did Mr. Green put the ice cream in the soda pop before it melted?
  - a. He wanted to sell drinks to people.
  - b. People told him to do it that way.
  - c. He wanted to invent a new drink.
5. "When life gives you lemons, make lemonade" means that we should turn our problems into good things. How did Mr. Green turn his problem into a good thing?

\_\_\_\_\_

\_\_\_\_\_ Number Correct: \_\_\_\_\_

**Write a Summary of "Ice Cream Sodas"**

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\_\_\_\_\_ Number of Words Written: \_\_\_\_\_

# Hank Aaron

## Review Key Words<sup>5</sup>

<b>home runs</b>	hits by baseball players that let them score runs
<b>wrists</b>	joints that connect the hands to the arms
<b>record</b>	the best job ever done in an area
<b>broke</b>	beat; did better than

## Write a Prediction

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## Read the Story<sup>6-8</sup>

7 When Hank Aaron was a little boy  
13 growing up in Mobile, Alabama, he  
21 worked on an ice truck. Those were the  
26 days before refrigerators, and Hank  
33 delivered ice for people's **ice boxes**. He  
41 would chip off a 25- or 50- pound  
49 **block**. Then he would pick it up with  
56 hooks and carry it into people's houses.  
64 They say that is when he **developed** his  
66 powerful wrists.

72 Many sluggers use their whole arms  
80 to get power, but Hank Aaron hits the  
88 ball a different way. He waits until the  
97 very last **instant**. It seems as if he is  
107 going to let the ball go by. Then with a  
114 **snap** of his powerful wrists, he **swats**  
the ball just before it hits the catcher's

122 mitt. That is what he did at 9:07 p.m.  
131 on April 8, 1974. At that moment, he  
139 hit his 715th **homer**. That broke the old  
147 **record** set by Babe Ruth. Before his  
154 **career** was over, Hank hit a total of 755  
163 home runs.

165 Hank is a great player, but that  
172 doesn't mean he never made mistakes.  
178 Once when he was just a **rookie** left  
186 fielder for the Milwaukee Braves, he  
192 was running between bases and his hat  
199 flew off. And Hank ran back to get it!  
208 Hank had a lot to learn. But as his  
217 record shows, he learned his lessons  
223 well.  
224

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

- 
- Number Correct: \_\_\_\_\_

[illegible]

# Fried to Perfection

## Review Key Words<sup>1</sup>

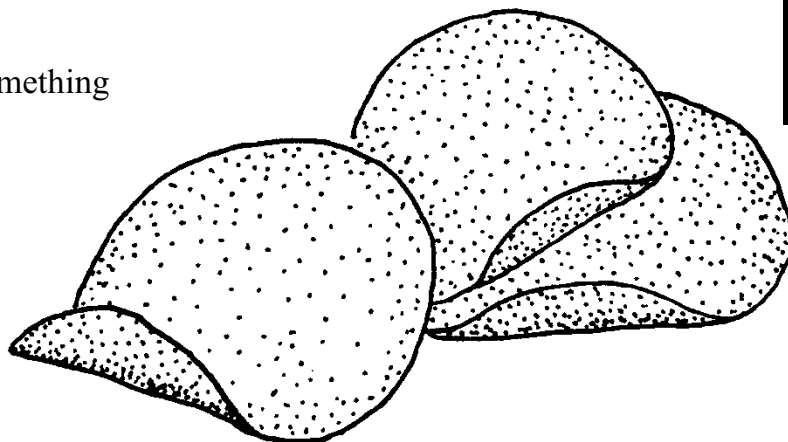
<b>invented</b>	created
<b>customer</b>	a person who buys something
<b>angry</b>	mad or upset
<b>crispy</b>	thin and crunchy

## Write a Prediction

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## Read the Story<sup>2-4</sup>

6 The most **popular** snack in America  
 13 was invented because a cook got angry.  
 21 George Crum was a cook at a restaurant  
 27 in Saratoga Springs, New York. One  
 34 day in 1853, a **customer** who had  
 40 **ordered** fried potatoes sent them back  
 48 to the kitchen. He wanted the cook to  
 55 slice them thinner and fry them longer.  
 63 George Crum had a **bad temper**, and he  
 70 thought the potatoes were fine the way  
 78 he made them. In order to teach the  
 84 customer a **lesson**, he sliced potatoes  
 92 very thin and fried them until they were  
 99 crispy. But instead of being angry, the  
 105 customer loved the new fried potatoes!  
 He asked for more. Other people who

112 tried them liked them too, and  
 118 customers kept asking for them. For  
 124 many years, people called them  
 129 Saratoga chips after the town where  
 135 they were first made.

139 Even now, after more than 140  
 145 years, potato chips are very popular. At  
 152 least one of every ten potatoes grown in  
 160 the United States is made into potato  
 167 chips. You can get potato chips that are  
 175 plain or rippled. There are even  
 181 flavored chips, like sour cream and  
 187 onion, cheese, or barbecue-flavored  
 192 chips. So if you like potato chips, be  
 200 glad George Crum had a bad temper!  
 207

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

- Number Correct: \_\_\_\_\_

[illegible]

# George Washington Carver

## Review Key Words<sup>5</sup>

discoveries	things found for the first time
awards	honors or prizes given for good work
peanuts	nuts that grow in the ground
coffee	a drink made from seeds of a tropical plant

## Write a Prediction

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## Read the Story<sup>6-8</sup>

7 If you like peanut butter and other  
13 things made from peanuts, you really  
20 should know about the man who made  
26 more than 300 different **products** from  
32 peanuts. His name was George Washington  
40 Carver, and he lived from 1859 to 1943.  
47 Would you believe that such things as  
55 instant coffee, soap, and even ink can be  
62 made from peanuts? Well they can! And  
68 George Washington Carver was the man  
72 who found that out.

72 George and his parents were slaves.  
78 When he was a baby, he and his mother  
87 were stolen by night raiders. But his  
94 **master** brought him back. Even as a boy,  
102 George was interested in plants. He also

109 was an artist and drew many pictures of  
117 plants.

118 It was unusual for black people to go to  
127 college in those days, but George earned  
134 his own way. He graduated from Iowa  
141 State College in 1894. After that he  
148 became a college **professor** at Tuskegee  
154 Institute and did **research** on plants.  
160 During his life he won many medals and  
168 awards both in the United States and  
175 around the world. Our lives would not be  
183 the same today if it were not for the  
192 research and discoveries of George  
197 Washington Carver.  
199

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

**Answer the Questions**

1. What is the main idea of this story?
  - a. George Washington Carver was an artist.
  - b. George Washington Carver invented peanuts.
  - c. George Washington Carver did research on plants.
2. How did George Washington Carver pay for his college education?
  - a. He went to Iowa State College on a scholarship.
  - b. He worked hard to earn money to go to college.
  - c. He had his way to college paid by his former master.
3. What does **research** mean in this story?
  - a. win many awards
  - b. teach at a college
  - c. studied and experimented with
4. What caused George Washington Carver to make so many products from peanuts?
  - a. He enjoyed making discoveries.
  - b. He earned his way through college.
  - c. He liked to draw pictures of plants.
5. Why was it unusual for George Washington Carver to go to college?

\_\_\_\_\_

\_\_\_\_\_ Number Correct: \_\_\_\_\_

**Write a Summary of "George Washington Carver"**

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\_\_\_\_\_ Number of Words Written: \_\_\_\_\_



# Mount Vesuvius Erupts

## Key Words

<b>pumice</b>	light, volcanic rock
<b>ash</b>	powder-like substance that comes out of an erupting volcano
<b>lava</b>	hot, liquid rock that comes out of a volcano

In 79 A.D., Pompeii and Herculaneum were cities near Mount Vesuvius. Mount Vesuvius is a volcano in what is now Italy. The people living in those cities in 79 A.D. were not afraid, however. They did not know that Mount Vesuvius might **erupt**. The area sometimes had earthquakes. But at the time, people did not see a **connection** between earthquakes and **eruptions**. Besides, they had no record of Mount Vesuvius erupting. All of that changed on August 24, 79 A.D.

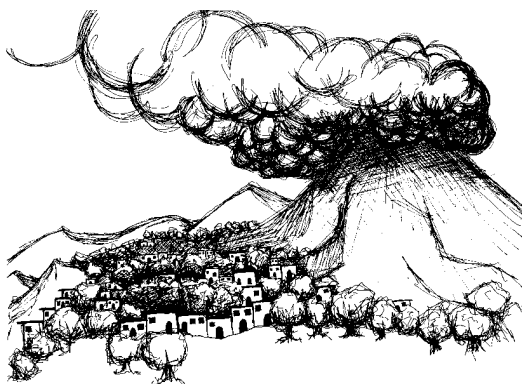
The morning of August 24 began as any other morning. But before long, the people **noticed** a **huge** black cloud coming out of Mount Vesuvius. As **pumice** and **ash** began to rain down on Pompeii, some people decided to leave. Others **remained** in the city, unconcerned about the strange **events**. Many of the people who stayed in Pompeii during this first **stage** of the eruption **survived** it. But some people and animals were buried beneath the sometimes 20 feet of pumice and ash. The

**downpour** also destroyed many homes and buildings.

Herculaneum, although closer to Mount Vesuvius, did not suffer much from the first stage of the eruption. Only an inch or so of ash **dusted** the city. But its luck would not continue. The next stage of the eruption would destroy Herculaneum along with Pompeii.

On August 25, streams of hot **lava** poured down the mountain at 70 miles per hour. Poisonous gas filled the air. Any people left in Herculaneum and Pompeii were buried along with the cities. Perhaps as many as 20,000 people died.

Over time, people in the surrounding areas forgot about Pompeii and Herculaneum. But in the mid-1700s, **excavations** began to uncover the city of Pompeii. The items found there have taught scientists a lot about life in Pompeii and about the **disastrous** eruption in 79 A.D. Now tourists come from all over to see the remains of the **ancient** city.



words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

# Mount Vesuvius Erupts

## Comprehension Questions

### Identifying the main idea

1. What is the main idea of the story?
  - a. Mount Vesuvius erupted and destroyed Pompeii and Herculaneum.
  - b. Scientists have uncovered the remains of the city of Pompeii.
  - c. People forgot about the cities of Pompeii and Herculaneum.

### Recalling a fact

2. Why did some people leave Pompeii on the morning of August 24?
  - a. ash and pumice rained down
  - b. hot lava poured down
  - c. poisonous gas filled the air

### Getting meaning from the context

3. What does **eruptions** mean in this story?
  - a. earthquakes
  - b. explosions
  - c. excavations

### Making connections within the text

4. Why did many people stay in Herculaneum in the early stages of the eruption?
  - a. They wanted to see what would happen.
  - b. They did not understand the danger.
  - c. They had no way to get out of the city.

### Finding supporting details

9. Many things happen in a volcanic eruption that are dangerous to human life. Write three events in an eruption that can kill people.

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### Connecting the author's and the reader's ideas

5. Why did more people die in the second stage of the eruption than in the first?

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### Developing vocabulary

6. Write the bold-faced words from the story that mean the same as the definitions below.

- |                 |       |
|-----------------|-------|
| a. diggings     | <hr/> |
| b. very old     | <hr/> |
| c. explode      | <hr/> |
| d. stayed alive | <hr/> |
| e. very harmful | <hr/> |

### Attending to details

7. Fill in the blanks below with bold-faced words from the story.

The \_\_\_\_\_ of Mount Vesuvius in 79 A.D. was disastrous. The volcano totally destroyed the \_\_\_\_\_ cities of Pompeii and Herculaneum. First, Pompeii was heavily covered with \_\_\_\_\_ and \_\_\_\_\_. The next day both Herculaneum and Pompeii were destroyed by streams of hot \_\_\_\_\_.

### Processing information

8. Why were the people in Pompeii and Herculaneum unable to escape the eruption?

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## Enrichment Activity

Mount St. Helens erupted in the state of Washington in 1980. Read about the eruption, and explain why there was very little loss of life.

# Flathead Lake Monster

## Key Words

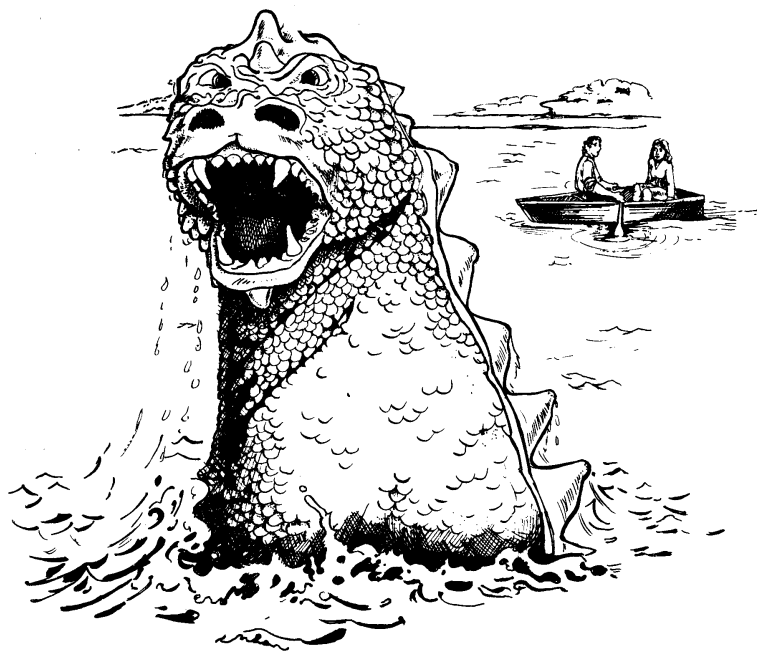
<b>pier</b>	a platform built out over the water; a dock
<b>pilings</b>	large posts driven into the ground to hold up a pier or dock
<b>wake</b>	a trail left in the water by something moving through the water

A few years ago, Mr. and Mrs. Zigler were spending a quiet evening in their cabin beside Flathead Lake in Montana. Suddenly, they heard waves crashing against the shore outside. When they rushed out to investigate, they could see a strange shape splashing water over the end of the **pier**. It seemed to be rubbing against the **pilings** almost as if it were an animal scratching its back.

While Mr. Zigler ran for his rifle, Mrs. Zigler **inched** down the pier for a better look. Suddenly, a horrible creature with a terrifying head **emerged** from the water. Mrs. Zigler screamed, and her husband came running with the rifle. The creature turned and swam away with great speed, leaving a large **wake** behind it. When the Ziglers reported the **incident**, people suggested that they had seen a log or big waves. The Ziglers were positive that they had seen a live animal.

Does some sort of monster live in the **inky** **deeps** of Flathead Lake? The Ziglers are not the only people who say they've seen one. As long ago as 1920, fishermen in Flathead Lake complained that something huge was tearing their nets apart. In 1963, two teachers out on the lake in a small boat reported seeing a dark gray object with three humps. When the teachers reported what they had seen, two other women **admitted** that they had seen the creature on the same day. Through the years, more than 100 people have said they saw a monster in Flathead Lake.

The Flathead Lake monster has been compared to the Loch Ness monster of Scotland, the world's most famous lake monster. Although it has yet to be **identified** as any creature known to man, the Loch Ness monster has been seen by thousands of people. Scientists have studied Loch Ness and have **concluded** that it would be possible for a large creature to **exist** in its waters. Flathead Lake is much larger than Loch Ness and the same types of fish live in the two lakes. Could it be that the Scottish monster has a cousin in Montana?



words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_

goal \_\_\_\_\_

hot score expression date passed

# Flathead Lake Monster

## Comprehension Questions

### Identifying the main idea

1. What is the main idea of the story?
  - a. There may be a monster in Flathead Lake.
  - b. People have seen a monster in Loch Ness.
  - c. Very few people have seen lake monsters.

### Recalling a fact

2. Why did the Ziglers rush out of their cabin?
  - a. They heard waves splashing.
  - b. They saw a strange shape.
  - c. Something was swimming nearby.

### Getting meaning from the context

3. What does **concluded** mean in this story?
  - a. ended
  - b. compared
  - c. decided

### Making connections within the text

4. Why might the Loch Ness and Flathead Lake monsters be related?
  - a. Both have been seen by many people.
  - b. Both have the same living conditions.
  - c. Both monsters are unsolved mysteries.

### Connecting the author's and the reader's ideas

5. Why is it difficult to prove the Flathead Lake monster exists?

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### Finding supporting details

9. Write three events from the story that support this statement: People and monsters seem to be afraid of each other.

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### Developing vocabulary

6. Write the number of the word from column 1 in front of its definition in column 2.
 

1. wake	a. ____ moved slowly
2. inched	b. ____ clouded, dark
3. emerged	c. ____ wave
4. incident	d. ____ rose up
5. inky	e. ____ event or happening

### Attending to details

7. Fill in the blanks below with bold-faced words from the story.  
 Mr. and Mrs. Zigler reported a strange \_\_\_\_\_ in Flathead Lake. They claimed a creature \_\_\_\_\_ from the water near the end of a \_\_\_\_\_. They said it seemed like the creature was rubbing against the \_\_\_\_\_ of the pier. Mrs. Zigler \_\_\_\_\_ her way down the pier. The creature swam away, leaving a huge \_\_\_\_\_ behind it.

### Understanding fact and opinion

8. A fact is a statement that can be proven true. Which of the following statements is a fact?
  - a. There is a monster in Flathead Lake.
  - b. The Ziglers reported seeing a monster in Flathead Lake.
  - c. The monster in Flathead Lake and the Loch Ness monster are related.

## Enrichment Activity

Look in the dictionary for the meaning of the word illusion. Then decide whether you think the sightings at Flathead Lake could or could not be an illusion, and explain why or why not.

# Machu Picchu

## Key Words

<b>conquistador</b>	Spanish conqueror
<b>abandoned</b>	left behind; given up completely
<b>estate</b>	a large area of land containing a home

The hidden city of Machu Picchu is an amazing ancient Inca ruin **carved** into the **steep** mountainside in the Andes **Mountains** of Peru in South America. The **ruins** of the city, dating back to the 1400s A.D., lie 7,875 feet above sea level between two steep peaks overlooking the Peruvian river valley below.

The Incas ruled the largest native empire in the Americas. At one time, their numbers topped 12 million, but all of that changed with the coming of the Spanish invasion in 1532. The Spanish **conquistadors'** **conquest** in the 16th century destroyed all of the Inca cities except Machu Picchu. Machu Picchu is so high up in the mountains that the **invaders** never found it.

For over 400 years, Machu Picchu remained **relatively** unchanged, in near perfect condition, until Hiram Bingham, an American **archeologist**, found it in 1911. It took many workmen four months to **clear** away the jungle covering that **camouflaged** the ancient, **abandoned** city. When the city was cleared, Bingham found that it covered three square miles. Bingham named the city for the mountain beside it. Machu Picchu means "Old Man Peak."

Machu Picchu probably served as a royal **estate**. Members of the royal family used it when away from the Inca capital city. The site had houses for servants, farmers, and weavers who worked for the royal family. The **granite** buildings had steep thatch roofs to **repel** the rain. Machu Picchu is noted for the architecture

of its 200 buildings. The Incas **erected** the buildings with huge, 10- to 15-ton, smoothly polished stones that fit perfectly together. They did all of this work by hand. The Incas had no machines, iron tools, or horses.

The Incas **adapted** well to the surrounding mountainous landforms. They cut hundreds of farming **terraces** into the nearby mountainside for growing crops. **Aqueducts** supplied water. A system of stairways ran through the city so people could get around easily. The architecture created the appearance of a city carved out of the mountainside.

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



words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

# Machu Picchu

## Comprehension Questions

### Identifying the main idea

1. What is the main idea of the story?
  - a. Machu Picchu was once a royal estate.
  - b. Machu Picchu is an archeological masterpiece.
  - c. Machu Picchu was well hidden for 400 years.

### Recalling a fact

2. How did Machu Picchu escape destruction by the Spanish conquistadors?
  - a. The jungle camouflaged it.
  - b. It was very high in the mountains.
  - c. The Incas erected walls around it.

### Getting meaning from the context

3. What does **clear** mean in this story?
  - a. remove
  - b. leap over
  - c. make as profit

### Making connections within the text

4. Why is Machu Picchu considered an archeological masterpiece?
  - a. It was camouflaged so well.
  - b. It was so high in the mountains.
  - c. It was so advanced with farming terraces and aqueducts.

### Connecting the author's and the reader's ideas

5. Why did the Incas leave Machu Picchu?

### Summarizing information

9. Write a summary statement about the following facts: The Incas adapted well to their surroundings. They developed advanced farming methods even building aqueducts to supply water. The Incas also had advanced architecture using huge stones that fit together perfectly.

### Developing vocabulary

6. Read the pairs of sentences below. Fill in each blank with a bold-faced word from the story that means the same or nearly the same as the bold-faced word or words in the first sentence of each pair.
  - a. The Andes Mountains **rise sharply**.  
They are \_\_\_\_\_ mountains.
  - b. The **victory** was complete.  
The conquistadors' \_\_\_\_\_ ended the empire.
  - c. Years of plant growth **hid** Machu Picchu.  
The jungle \_\_\_\_\_ the city.
  - d. Thatched roofs **keep out** rain.  
These roofs \_\_\_\_\_ water.

### Attending to details

7.
  - a. Who lived in Machu Picchu?

- b. Who invaded the Inca Empire?

### Processing information

8.
  - a. What were the benefits of building Machu Picchu high in the mountains?

- b. What were likely problems building there?

## Enrichment Activity

The Mayan society was also an advanced society in the early Americas. Why is it considered advanced?

# Golda Meir

## Key Words

<b>pogrom</b>	a government-condoned riot in which a mob would ride through streets pillaging and burning homes and often killing or injuring inhabitants
<b>emigrate</b>	to leave one's country and live elsewhere
<b>initiated</b>	started; did something for the first time

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

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

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

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

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

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

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

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

Golda once said, "I was never so **naïve** or foolish as to think that if you merely believe in something it happens. You must struggle for it." Throughout her life Golda proved that strong **convictions** can only make a difference in the world if they are **backed** by decisive actions.



words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
cold score

words read \_\_\_\_\_

- errors \_\_\_\_\_ = \_\_\_\_\_  
hot score expression date passed

# Golda Meir

## Comprehension Questions

### Identifying the main idea

1. What is the main idea of the story?
  - a. Golda Meir's devotion to the Zionist movement helped establish a sovereign Jewish state.
  - b. Golda Meir made positive changes in the world by being so devoted to the things she believed in.
  - c. Golda Meir proved at a young age that she was capable of making a difference in the world.

### Recalling a fact

2. What was the name of the group that Golda initiated when she was in fourth grade?
  - a. The American Young Sisters Society
  - b. The Zionist Movement
  - c. Children For An Independent Israel

### Getting meaning from the context

3. What does **backed** mean in this story?
  - a. moved backwards
  - b. supported
  - c. blocked up

### Making connections within the text

4. Why did Golda's family emigrate from Russia to the United States?
  - a. Russia was not safe for Jews.
  - b. The United States had better schools.
  - c. The United States had more jobs.

### Connecting the author's and the reader's ideas

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

### Developing vocabulary

6. Write the bold-faced words from the story that mean the same as the definitions below.
  - a. started
  - b. reasonable
  - c. beliefs
  - d. weak
  - e. innocent
  - f. decided
  - g. revived

### Attending to details

7. List three ways in which Golda assisted the new country of Israel in its development.
  - 1)
  - 2)
  - 3)

List three ways in which Golda contributed to the Zionist movement.

- 1)
- 2)
- 3)

### Processing information

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

### Finding supporting details

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

## Enrichment Activity

Read more about Israel and Palestine. Have the two states been able to coexist peacefully? Write a paragraph about what you learn.



# Answer Key for Placement Stories

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## **Bears** (Sequenced level 1.0, page 19)

1. a      2. b      3. a      4. c
5. They do not see well.

## **Giraffe** (Sequenced level 1.5, page 21)

1. b      2. d      3. b      4. d
5. Possible answers: sleep standing up; stand up when only one hour old; eat leaves and fruit off high tree branches; rest their heads on branches

## **Hot Air Balloons** (Sequenced level 2.0, page 23)

1. c      2. b      3. a      4. a
5. The warm air in the balloon is lighter than the cold air outside.

## **Firewalkers** (Sequenced level 2.5, page 25)

1. a      2. b      3. c      4. b
5. Possible answers: very dangerous; feet will burn; not trained

## **Gorilla** (Sequenced level 3.0, page 27)

1. c      2. c      3. c      4. a
5. Possible answers: the gorilla was stronger; the gorilla was bigger; the gorilla could get out of his cage; the woman was frightened

## **Ice Cream Sodas** (Sequenced level 3.5R, page 29)

1. b      2. c      3. a      4. a
5. Possible answers: he didn't quit; he thought of another way to make his drinks

## **Hank Aaron** (Sequenced level 4.0, page 31)

1. a      2. c      3. b      4. a
5. Possible answers: he had strong wrists; he had an unusual hitting style; delivering ice made him strong

## **Fried to Perfection** (Sequenced level 4.5R, page 33)

1. c      2. b      3. c      4. a
5. Possible answers: 1 in 10 potatoes become chips; many flavors of chips

## **George Washington Carver** (sequenced level 5.0, page 35)

1. c      2. b      3. c      4. a
5. Possible answers: college was expensive; few people could afford it; not many black people went to college then; he started out as a slave

## **Mount Vesuvius Erupts** (Sequenced level 5.6, page 37)

1. a      2. a      3. b      4. b
5. poisonous gases and hot, fast-moving lava were more dangerous than ash and pumice raining down
6. excavations, ancient, erupt, survived, disastrous
7. eruption, ancient, ash/pumice, pumice/ash, lava
8. did not understand what was about to happen; could not outrun the lava moving at 70 miles per hour; could not escape the poisonous gas
9. ash and pumice can bury people; lava can burn and bury people; poisonous gases can kill people
- EA Earthquakes and tremors in the area warned people of the upcoming eruption, and people were told to leave the area around the volcano.

## **Flathead Lake Monster** (Sequenced level 5.8/6.0, page 39)

1. a      2. a      3. c      4. b
5. never been caught; seldom seen; lives in a deep lake; appears suddenly; disappears quickly; nothing like it known to man
6. a.-2, b.-5, c.-1, d.-3, e.-4
7. incident, emerged, pier, pilings, inched, wake
8. b
9. Mrs. Zigler screamed when the creature emerged from the water; Mr. Zigler ran to get his rifle when he realized something was at the end of the pier; the creature swam away quickly when Mrs. Zigler inched closer
- EA Answers will vary.

# Answer Key for Placement Stories (continued)

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## **Machu Picchu** (Sequenced level 7.0R, page 41)

1. b      2. b      3. a      4. c
5. fear of conquistadors; fear of being found;  
safety; fewer servants; difficult to get supplies  
after the Spanish came
6. a. steep  
b. conquest  
c. camouflaged  
d. repel
7. a. the royal family and their servants  
b. the Spanish
8. a. a place to be away; beautiful; safe; hidden  
b. difficult to build; difficult to reach
9. The Incas were an advanced society.
- EA The Maya achieved outstanding success in  
astronomy and in arithmetic. They developed an  
advanced form of writing. In addition, Mayan  
architecture and art have won the admiration of  
the world.

## **Golda Meir** (Sequenced level 8.0, page 43)

1. b      2. a      3. b      4. a
5. she was in the public eye and never let her  
suffering be known; she accomplished a great  
deal even though she was struggling with a  
serious illness
6. a. initiated                      e. naïve  
b. viable                          f. resolved  
c. convictions                  g. renewed  
d. feeble
7. assisted Israel: 1) served in parliament, 2) served  
as Israel's foreign minister, 3) served as chair of  
Israeli delegation to the U.S.; contributed to  
Zionism: 1) raised money, 2) recruited people to  
live in Palestine, 3) moved to Palestine and  
served in unofficial government
8. she remembered the terror of her childhood and  
did not want other Jews to have to experience  
something similar
9. assisted Israel in many ways; contributed to the  
Zionist movement in many ways; said she must  
struggle for the things she believed in
- EA for the most part they have not been able to  
coexist peacefully; they have a violent history  
characterized by struggles over natural  
resources, geopolitical interests, and power



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