

Introduction to Reading 3

Goals for Reading

- To implant Biblical principles for living
- To foster a lifelong love of reading
- To increase comprehension and analytical skills
- To promote swift silent reading and smooth oral reading with full comprehension

God uses the written word to reveal Himself. Therefore, reading is the most important skill one can acquire. Those who cannot read must learn by listening, with no way to verify the truth of what they hear.

Reading, listening, speaking, and writing are the basic skills in any language. Students absorb knowledge by listening and reading. They demonstrate that knowledge by writing and speaking. Students need language skills for every subject on every level throughout their schooling.

But the mechanical skill of reading is of little value without a knowledge of what words, sentences, and paragraphs mean. This course trains the student to evaluate what he reads in the light of God's Word and to gain fluency in communi-

cation. Study questions help to develop reading comprehension, enlarge vocabulary, and increase general knowledge. They strengthen the student's ability to evaluate details, follow main thoughts, absorb concepts, and grasp implied meanings.

Jesus, the Master Teacher, told stories to answer questions, to teach truth, to illustrate facts, or to expose sinners. His parables were simple stories about nature and ordinary activities of people. These stories teach eternal truth as effectively today as they did twenty centuries ago.

Use the selections in *Doors to Discovery*, the reader that accompanies this course, as Jesus used stories—as teaching tools. Interest is aroused by the story itself. Through his enjoyment of a story, the student learns facts that increase his knowledge. As this knowledge is connected to God and His Word, the student's understanding blossoms. Beliefs and values stabilize as personal conviction. Conviction culminates in behavior that glorifies God. This course is designed to help students learn to respond to life's issues from the perspective of God's will.

Components of Reading 3

The components of this course are ten LightUnits, the reader *Doors to Discovery*, and this Teacher's Guide.

The LightUnits are consumable. They contain the student's written activities for the stories in the reader.

This Teacher's Guide contains a reproduction of each LightUnit page with answers. But it is much more than an answer key. It contains detailed lesson plans with helpful information and ideas for successfully teaching the course.

How to Use the Teacher's Guide

Each daily lesson plan gives instructions for teaching new concepts and reviewing previous ones. You will cover each lesson correctly if you follow these instructions.

Symbols in the Teacher's Guide

Learn to recognize these symbols to direct your teaching of the lesson:



– Activities that require teacher involvement.



– Activities written on the board.



– LightUnit page for the activity.

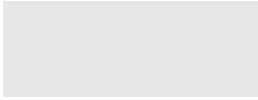


– Silent reading assignment.

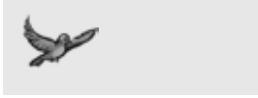
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– Oral reading assignment.



– Additional information for the teacher.



– Optional activities that add fun and variety to the routine.

Daily Lesson Plans

Note these basic features of the daily lesson plans:

Objectives. The new concepts and skills taught in the lesson are listed here.

Class Preparation. This list tells what materials are needed to teach the lesson. Check the list, gather materials, and prepare before class time.

Board Preparation. This list gives sentences, words, and lists to write on the board before class.

Review. This list systematically reviews the new concepts. If students are struggling, insert extra drill at this point. Repetition is essential to the learning process. It establishes what has been taught and builds confidence. You may choose the most necessary items from the review list and skip the ones your students know well.

Introducing the Story. This section stirs students' interest in the story by giving background information or a preview of the story. Students have a similar section in their LightUnits, one with an introduction to the story and a question to answer. This question is not intended to be graded; but if a student's answer shows a lack of understanding, assist him in thinking through the question.

After the story has been introduced, assign students to read the story on their own.

New. Here you will find instructions for teaching new concepts. Be sure to read the "teaching box" in the LightUnit with the students. "Teaching boxes" give examples to assist in teaching the new concept. Do the exercises that involve the new concept as a class activity.

Exercises using the new skill from the previous day are brought in before the *We Remember*

section. Review the skill as needed and work through the exercise together if necessary.

Oral Reading. The second lesson for each reader story begins with oral reading. This section gives instructions about what to focus on in oral reading class or gives ideas on introducing certain aspects of the story.

Read the story aloud using different methods (see page xiv). Questions for discussion are included for each story. These are valuable for checking students' comprehension. Questions on the story are included in the LightUnits as well. Students should be able to answer many of these questions on their own.

Information about comprehension questions. Information is given about the types of questions students are answering and the locations of the answers. This section will help you know if students can find the answer in the reader or whether they may need help putting pieces of information together.

Comprehension questions are divided into three main categories: literal, inference, and application. The answer to a literal question is stated explicitly in the text. The answer to an inference question is implied by information gathered from the text. The answer to an application question is not found in the text, but uses the student's prior knowledge or experience. The answers to application questions can be found in several ways. Sometimes it is helpful to read a portion of the text again to determine the answer. Sometimes students can find the answer by thinking about the whole story. Sometimes students cannot base their answers on anything but their own prior knowledge and experience.

The abbreviation *pro. ref.* stands for *pronoun reference*, a term used for answers that relate to the noun the pronoun refers to.

Bible Verse. Students become familiar with the Bible verse on the first day of the story by reading it to themselves three times.

On the second day of the story, discuss the way the verse applies to the story characters as well as to students. Students are not required to memorize all six verses in the LightUnit. The directions by each verse tell students whether they

should memorize the verse or only read it to the teacher.

All Scripture quotations are taken from the King James Version.

Poems. Some stories are followed by a poem. Ideas for reading and discussing the poem are given in the poetry sections.

Appendixes in the Teacher’s Guide

Take time to familiarize yourself with the appendixes so that you will know how they can help you.

Appendix A: Reading 2 Index. Use this appendix to find where a concept was introduced in Level 2. This index includes four parts: “Mechanics Skills,” “Comprehension, Analysis, and Evaluation Skills, Parts 1 and 2,” “Scriptural Truths and Character Traits,” and “Oral Reading Skills.”

Appendix B: Reading 3 Scope and Sequence. This is a sequential listing of the concepts and skills taught in Reading 3. It gives a good overview of what is taught and when.

Appendix C: Reading 3 Index. Use this appendix to find where Reading 3 teaches any concept or skill. It includes five parts: “Skills,

First Introduced,” “Comprehension, Analysis, and Evaluation Skills,” “Extra Activities,” “Scriptural Truths and Character Traits,” and “Oral Reading Skills.”

Appendix D: Study Words. This appendix contains the same glossary that is in the reader. It includes the LightUnit and lesson number for each word. A second list gives the Study Words used in each story.

Appendix E: Scripture Verse for Each Story. The Bible verses that are used with the stories are listed here.

Appendix F: Alternate LightUnit Tests. Copy one of these when a student needs to retake a LightUnit Test. Answer keys are included. These tests cover the same concepts and skills covered by the LightUnit Tests.

Appendix G: Stories and Poems in *Doors to Discovery*. This appendix lists the titles of all the stories and poems and gives the page number where each one is located in the reader and in the Teacher’s Guide. It also gives the LightUnit lesson numbers for each story and poem.

Appendix H: Books for Further Reading. Use this list as one resource for finding books for your students to read.




How to Use the LightUnits

Each LightUnit has sixteen lessons and is divided into three sections. Each story in the reader is covered by two lessons in the LightUnit. Each lesson is one day’s work, usually three pages in length. The quizzes and test are stapled into the center of the LightUnit. Remove the quizzes and test from the book before handing the student a new LightUnit. Give these to the student as directed in the LightUnit.

A picture similar to one in the reader is included at the beginning of each LightUnit. A note in the Teacher’s Guide informs you when the student may color this picture.

Symbols. Several symbols are included in the LightUnit to guide the student through a lesson.

Teach him what these symbols mean:


-  – Indicates the student must obtain the teacher’s initials before proceeding. Generally found before quizzes and self checks.
-  – Indicates an exercise that requires teacher involvement. The teacher may need to score or assist the student with the exercise. The student may continue working in the lesson.
-  – Indicates the student may not continue working in the LightUnit until the exercise has been checked and initialed by the teacher aide or teacher.


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△ – Indicates exercises that need to be checked by the teacher aide or teacher. The student may continue working beyond this symbol even though the exercise has not been checked.

☆ – Indicates the student should check with a teacher for instructions on whether to do this optional activity.

□ – Indicates the student should check this box after completing each set of instructions.

 – Indicates the student should read the lesson story silently.

 – Informs the student that it is time for oral reading class.

Study Words. The Study Words are the more difficult words in the story. The words are in boldface type in the reader the first time they occur in the story. Students may use their LightUnit glossary or the glossary in the reader to learn the pronunciations and definitions of these words. They should be able to do the exercises on their own, but you may introduce and discuss the words in class.

One good way to test students' understanding of a new word is to have them use it in a sentence. You could also ask students to illustrate the words or you could make flash cards with the words to review pronunciations, definitions, or usage.

Exercises. The exercises in each lesson serve a number of functions.

- They reinforce, review, and give practice in various reading mechanics.
- They test comprehension and recall of story facts.
- They train in analyzing and drawing conclusions from facts stated or implied.
- They foster understanding, appreciation, and valid applications of the Bible verse featured with each story.

Poetry. Exercises on the poems in the readers are included in the LightUnit. Students recall

and apply information from the poem, work with figures of speech, identify rhyming words, and note simple poetic devices.

We Remember. Exercises in this section review concepts from previous lessons. The goal is for students to do this section with minimal teacher assistance.

Quizzes. Lessons 5 and 10 in each LightUnit are quizzes. Third grade students should begin studying on their own by reviewing the *We Remember* sections and using the checklist found before each quiz. We recommend that you also review with the student before giving the quizzes, using the review lists found in the Teacher's Guide. Students should not have access to the LightUnit when taking the quizzes.

Self Checks. Lesson 15 in each LightUnit is a Self Check. The Self Check evaluates the student's mastery of concepts taught in the LightUnit and helps prepare him for the LightUnit Test. The student should review the *We Remember* sections to prepare for the Self Check. A list of review questions in the Teacher's Guide is also recommended for review before the Self Check.

Score the Self Check after the student has taken it. If he did well, have him make corrections and plan to give him the LightUnit Test the following day. If he did poorly, give further instruction in areas where he is weak and do any necessary remedial work to prepare him for the test.

Although the Self Check is scored, this grade is not intended to be included with the final LightUnit grade.

Tests. The final lesson is the LightUnit Test. Students are given a checklist of items to review. You may also use the Self Check as a review before administering the test. Students should not have access to the LightUnit when taking the test.

Extra Activities. An optional extra activity is included after each quiz. It gives informal practice in some skill or content area. Another excellent activity is to give students time for extra reading.

Scoring and Grading

Score boxes are located on quizzes, self checks, and tests. The top number in the box gives the number of points the student must score before he continues working in the LightUnit. The bottom number is the total number of points possible on the test. Point values in all quizzes, self checks, and tests are 100.

Write the total number of points scored on the score line. Initial the second box.

80	100	Score _____
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LightUnit Grade. To obtain a final LightUnit grade, average the two quiz grades and any other optional grades. Add this average to the LightUnit Test grade and divide by two. This average will be the final grade for the LightUnit.

Example: Quiz 1 – 96%
 Quiz 2 – 98%
 Average – 97%
 Test score – 93%
 Average – 95%
 LightUnit score is 95.

Scores Below 80. If a student scores 75-79% on a LightUnit Test, he may review the concepts he is weak in. Verify that he knows the material by quizzing him or giving a remedial assignment.

If a student scores 70-74%, have him restudy for the test and take the Alternate LightUnit Test located in Appendix F.

If a student scores 70% or below, have him do a thorough review of the LightUnit before taking the Alternate LightUnit Test or have him redo the entire LightUnit and then take the Alternate LightUnit Test. For both scenarios, if the student scores between 75-100% on the Alternate LightUnit Test, record the score for the LightUnit as 80%.

If all controls are followed but the student consistently fails to achieve 80%, consider underlying causes. What is the student's natural ability? Can he be expected to achieve 80% or above? These students may need to be evaluated by a trained person or to have one-on-one assistance.

How to Teach This Course

Teaching Oral Reading

Reading has a multifaceted definition. One part of reading is being able to decode, or sound out correctly, the symbols that make up words. Another part of reading is being able to comprehend what those words mean. In first and second grade the foundation for decoding words has been laid along with developing comprehension. Third grade continues the quest for automation of the decoding process, but the focus is in understanding what the text tells us.

In real life most reading is done silently. By third grade, students should be confident silent readers.

However, it is still vital for third graders to read aloud. Essentially, oral reading beyond the scope of school is done for an audience: a minister reading scripture, a teacher reading to her class,

a parent reading to his child. Oral reading that creates a pleasant listening experience requires skills that silent reading does not. Oral reading class is a good way to prepare students to read to an audience.

It is recommended that student interaction with each story will first be in the form of silent reading. The teacher should give some direction before students read silently so that they learn strategies to help them understand what they are reading.

A teacher uses oral reading class to model reading strategies and develop comprehension. Oral reading is also used to assess how well a student can read. Fluency, expression, and phraseology contribute to comprehension. A student struggling in these areas may also struggle with comprehension.

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Building Fluency

Fluency is based on how quickly and automatically students can recognize words. Like any other skill, reading requires practice to make it smooth and automatic. Readers who struggle tend to read less than good readers, which translates into less reading practice. Look for ways to get struggling readers to read and reread and do not hesitate to involve the whole class. All students can benefit from reading fluency practice. You may want to consider the following suggestions:

1. Have struggling students practice sight words and high frequency words and phrases (ones that are used frequently in written material). Find or make a list of these words and phrases and have students practice them daily. You could also choose words from your list that a student struggles to read and write them on index cards. Give the student a manageable number of cards (5-10) to keep at his desk. Have him read these daily. Gradually add in new cards and take out the cards he is proficient at reading.

2. Have struggling students read with a partner. Pair students with classmates who are better readers. Let them and their partners take turns reading a textbook or a storybook.

3. Let struggling readers reread what is read to them. Read (or have an aide or a parent read) a paragraph or page to a student and let the student read it back. Continue with another portion of text to give the student fluency practice.

4. Assign students to reread a text they have read previously. They could read it to themselves, or they could practice it and then read it to younger students.

5. Assign oral reading presentations. Poetry, stories, or even textbook selections could be presented. This assignment gives students a good reason to read and reread.

6. Use audio books. Students can read aloud from a copy of the book as the recording is being played. If this activity is not possible in your classroom, it would be just as beneficial if done at home.

7. Encourage reading in any way possible. Find some books that are easy enough for students to

read without help. They will be more likely to read if the text is not too difficult for them.

The following list gives additional resources for building fluency:

1. *Victory Drill Book*

This book contains spelling rules and various word lists that can be used to increase reading speed. It can be purchased from Christian Light Publications or from the publisher.

Victory Drill Book
P.O. Box 2674
Dublin, CA 94568
925-829-6323

2. *Phonics Pathways*

This book contains reading lessons that can be used to help your student get a better grasp on phonics.

Contact Rainbow Resource Center for more information: 1-888-841-3456

3. Dianne Craft

Dianne Craft, MA, CNHP has developed a diagnostic program for discovering where the learning process is breaking down for the struggling learner. She offers training and materials for taking corrective steps. Learn more at www.diannecraft.org. Phone: 303-694-0532

4. Barton Reading & Spelling System

This system is a tutoring program designed for students who have reading disabilities, such as dyslexia. Contact the company for more information:

2059 Camden Ave, Suite 186
San Jose, CA 95124
408-559-3652

Please note: CLE does not endorse every idea in these resources.

Teaching Reading Comprehension

A student can decode words and not know their meanings. Comprehension is finding meaning in the printed material. Background knowledge and content knowledge are also a part of comprehension. The more a student knows about a subject, the better he can interact with material on that subject.

A student must be familiar with the vocabulary of the material. He must be able to fit the meanings into the context. The student must also have some background knowledge of the content. Most stories and articles assume that the reader will have a level of understanding about the content. This can include figures of speech, cultural awareness, and general knowledge.

Good comprehension requires previewing, questioning, predicting, sequencing, summarizing, visualizing, inferring, relating material to prior knowledge, and monitoring understanding. Many good readers learn to do this without conscious effort. Struggling readers will need coaching to help them form good strategies.

Following is a breakdown of the various strategies and the way a teacher might use the reading stories to teach them. Do not attempt to teach/model all the strategies with each story. Some stories will lend themselves better to certain strategies than others.

Previewing. As part of the introduction, help the students preview the story. Ask a student to read the title; then ask, “What does the title make you think of? What can we know about the story from the title?” Look at and discuss the pictures in the story. Find the characters of the story. Give or ask for general background knowledge. If the setting is unfamiliar, discuss where or when it takes place.

Questioning. Ask students what they would like to find out about the story. Leave them with information to hunt for. Give a purpose for reading the material. Teach students to “wonder” about the story or material.

Predicting. Ask students to predict what the story may be about or what the outcome may be. At the end of the story, have them evaluate their predictions. What really happened? Teach students to make predictions throughout the story. Interrupt the story to ask, “What do you think will happen next?”

Visualizing. Teach students to visualize (make a picture in their minds) scenes from the story. Model this by telling students what you are seeing in your mind. Prompt students to visualize by interrupting the story to ask, “Do

you have a picture in your mind about this?” As students grow in this ability, help them see where they may have faulty images not supported by the material. Visualizing a boy in a blue shirt is appropriate if the color is not mentioned; but if the story said he was wearing a red shirt, this would not be correct.

Relating material to prior knowledge. Help students make connections with what they already know. Mention how science facts fit into the story. Ask for another story with the same setting. Ask questions such as, “Have you ever felt like (Laura)? Has anything like this ever happened to you? What other story does this one remind you of?”

Summarizing. After the material has been read, teach students to summarize the main events. This involves understanding what the main idea and the supporting details are. Ask students to tell you the story in their own words. Help them find the most important parts of the story and identify the details that support the main idea.

Sequencing. This involves getting the details in the correct order. It also involves cause and effect: this happened because of that.

Inferring. This is related to predicting and prior knowledge. An inference is reading between the lines. It also is being able to connect pieces of the text that do not have the connections clearly written out. When a story begins with a dog barking at people going past the house and later tells of a boy hurrying past the house, we make the connection that the boy is probably scared of the dog. Ask questions to help students make these connections.

Monitoring understanding. A good reader monitors and evaluates his understanding of what he is reading. If it doesn’t make sense, he rereads the text to see where he went wrong. This can involve both the decoding process (saying the correct words) and the comprehension process (finding the correct meaning). Model this process with your students by “thinking aloud.” Tell students what you are thinking about as you read a passage. Help students monitor their own

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reading by asking questions so that they verbalize what they are thinking. Show them by asking questions how to correct their faulty thinking. Some students have not realized that they should be getting meaning from what they read. Teach them that the passage has meaning. It is not just a collection of words; it communicates.

A student who cannot make sense of a passage is reading above his level in some capacity. Either he is having difficulty with the decoding and vocabulary of the words, he lacks sufficient background knowledge, or he is using inappropriate strategies.

Conducting Oral Reading Class

For an oral reading class to be effective, a teacher must keep it purposeful. The four main objectives for oral reading are to communicate with an audience, to gain fluency, to develop comprehension, and to provide opportunity for assessment. Several objectives are often combined in each class, but a teacher should have a clear purpose in mind. Merely having students take turns reading, asking a few simple recall questions at the end of the story, and then sending students back to their seats to do their workbook is not the most productive way to use oral reading practice.

Following are several methods to try:

1. Model effective oral reading. Keep the story from dragging out too long by reading every other paragraph yourself. This gives your students a constant example of how they ought to be reading and moves the story along at a good pace.

2. Teach attentiveness. A method guaranteed to kill student interest and attention is to take turns reading paragraphs around a large class. If eight children must read before one's turn comes, it is not necessary to pay much attention most of the time.

A much better method is to call on students to read at random, keeping them on their toes. You might call on an inattentive student twice before all the others have read once.

Devise a mild penalty for students who are habitually inattentive. If a student loses his place and doesn't know where to read when it is his

turn, have a nearby classmate show it to him, but he should miss his turn.

With this method, students may feel compelled to begin their sentence the instant the last reader stops to show that they have not lost their place. Do not challenge a student the moment he hesitates to begin reading when it is his turn. The goal is not to trap students. A student who does not begin reading immediately may not know what the first word is. If so, help him figure it out.

You can quietly insist that students follow along in the story without creating stress. Encourage each child to read with good expression at a moderate pace. Praise improvements!

3. Read by sentences. Sometimes read around the group by sentences. Reading by sentences is an excellent discipline because it demands student alertness and concentration on punctuation marks. The rule is to read to a period, question mark, or exclamation point, even if the sentence contains only one word.

Reading by sentences trains your students in sustained attention. It gives each student opportunity to read more often and at shorter intervals. As students gain word-recognition skills and maintain the habit of reading with good expression, there need be no loss of comprehension or enjoyment of the story with this method.

4. Read larger amounts of text. Divide the story into parts of several paragraphs or pages and assign a part to each student. Let them practice their part for several minutes and then have them read their assigned part. Allowing students to practice their part will help the slower reader gain confidence in his reading ability. It will also give students time to think about how they should read the piece expressively. The rest of the class may follow along silently as the student is reading or they may listen attentively.

Students can be taught to use expressive skills such as voice tones, speed, and volume. They can be taught to watch for and observe punctuation marks, to read clearly and with enough volume for their audience to hear them, and to read only as fast as normal speech.

Connections are easier to make for both the reader and listener when larger amounts of text

are read. This approach also gives the teacher opportunity to make assessments of a student's oral abilities. Within reason it is easier to assess a larger amount of text than a small amount.

5. Read chorally. This works best with poetry. Many of the poems in the readers can be read chorally—as a group, or broken up into small groups of two or three. Choral reading is an effective way to help the struggling reader gain fluency. He has the support of other readers, and he also learns to match the voices of other readers.

A choral reading approach may start with the teacher reading the piece, modeling how it should sound. Be sure to stress reading the poem by thoughts, not by lines. Avoid singsong choral reading. Although it may be easier to overemphasize the rhythm in an attempt to keep the group together, it can destroy the message and beauty of the poem.

The students should read the piece silently several times before reading it chorally. Instruct the students to read the poem in their minds in the way you modeled it for them—by thoughts and not by line, noticing the placement of punctuation marks. Depending on the piece, it can be read several times chorally so that students enjoy the poem's beauty and comprehend its message.

Poetry Selections

Good poetry conveys beauty and/or makes an emotional impact. True poets can take a commonplace subject and glorify it with beautiful language that stirs our imaginations and emotions.

As students hear and read beautiful poems with expression, they will learn to enjoy poetry. Even very young children can develop appreciation for fine poems.

Poetry is primarily written for the ear. Therefore it is important that you read the poems aloud to your class. You may choose to let students read the poems silently after they read the story, but do not let that be their only experience with the poems.

Emphasize that poetry is spoken language; in other words, it should be read similarly to the way we speak. Using a conversational voice

makes it easier to give proper emphasis—for the most part, people talk to each other with good expression. Poetry should not be stiff or difficult to read; it should be spoken with an easy flow of thoughts and voice. Read poetry in the same way that you would tell your friend a story. The only difference is that the thoughts in poetry have more intentional beauty.

Practice reading the poems. The pauses, inflections, mood, pace, and tone of voice are all essential to convey the meaning. You need to read poetry correctly for students in order for them to receive the full emotional impact. By de-emphasizing a pronounced rhythm and by reading in phrases and thoughts, you can prevent the singsong beat which many people use to read poetry.

Read the poems for enjoyment. After a poem has been read in class, you might use it at other times. For example, several selections from the readers would be appropriate to quote on a nature hike. While you wait for the last bell to ring, pull out your reader and read some of the poems, encouraging your students to join in at the places they know. After the daily story time, let a student read a poem he especially enjoys.

Incorporate poetry into art and penmanship. You could have students copy various poems as penmanship assignments. Combine this activity with art class, and let students illustrate the poems they copied. The pages could then be assembled into a booklet. Another art period could be used to make an attractive cover. By the end of the year, most of the students will know some of the poems by heart without having tried to memorize them.

You may want to regularly read other poems to your students besides those in the readers. Following is a list of books that contain good poems:

1. *A Child's Garden of Verses*
by Robert Louis Stevenson
2. *Best Loved Poems of the American People*
selected by Hazel Felleman
3. *Favorite Poems Old and New*
selected by Helen Ferris

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4. *The Kingfisher Book of Children's Poetry*
selected by Michael Rosen
5. *Wonderful Words: Poems About Reading,
Writing, Speaking, and Listening*
by Lee Bennett Hopkins

Do your best to get the full measure of beauty from each selection. Your students may catch your enthusiasm and appreciate poetry the rest of their lives.