

# Introduction to Reading 6

## 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 an important skill to acquire. Those who cannot read must learn by listening or by observation and experience.

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

However, the mechanical skill of reading is of little value without the ability to comprehend what words, sentences, and paragraphs mean. Study questions in this course 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, grasp implied meanings, and make personal applications.

Jesus, the Master Teacher, told stories to answer questions, to teach truth, to illustrate facts, or to expose sin. 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 *Calls to Courage*, 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 6

The components of this course are five LightUnits, the reader *Calls to Courage*, the Answer Key, and this Teacher's Guide.

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

Key contains reproductions of LightUnit pages with answers and is spiral bound. The Teacher's Guide also contains a reproduction of each LightUnit page with answers, but it is more than an answer key. It contains detailed lesson plans with useful information for teaching the course.

## How to Use the Teacher's Guide

Each daily lesson plan gives instructions for teaching new concepts and reviewing previous ones. Following these instructions will provide thorough coverage and systematic review of the concepts presented.

### Symbols in the Teacher's Guide

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



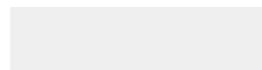
– LightUnit page for the activity.



– Silent reading assignment.



– Oral reading assignment.



– Additional information for the teacher.

### Daily Lesson Plans

Note these basic features of the daily lesson plans:

**Objectives.** 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.

**Review.** This list systematically reviews the new concepts. Examples are given for you to use, but do not let this hinder your creativity. Students will enjoy examples that pertain to their lives. 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. If time is limited, you may choose the most necessary items from the review list and skip the ones your students know well.

**New.** Here you will find instructions for teaching new concepts. Be sure to read the “teaching boxes” in the LightUnit with the students. Exercises that involve the new concept may be done as a class activity.

Students continue to practice using these skills throughout the course, either in the comprehension exercises or the *Looking Back* sections.

**Story Introduction.** Prepare your students for the story so that they understand, enjoy, and learn more from it. In the story introduction section, you will find either story background information, suggestions for brainstorming and making predictions, questions to activate prior knowledge of the story content or topic, information about the author, or suggested purposes for reading the story. Choose one or two ideas that work well for your class.

After they read the story silently, students are instructed to initial the line to show that they have completed the assignment.

**Oral Reading.** Oral reading class is scheduled for Lessons 1, 6, and 11. You may choose to have oral reading class more often if it works in your schedule.

Use a variety of methods to read the story aloud. 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.

You do not need to cover the entire story in oral reading class, especially if class time is limited. You may wish to set aside twenty minutes for this class; spend some of the time reading the story and some on discussion and application. Spending a little time with a clear focus for reading class is better than skipping it entirely.

**Lesson Verse.** A Bible verse is included with each story. Discuss the way the verse applies to the story characters as well as to students. A memory verse introduced in the beginning of each LightUnit is the only verse students are required to memorize.

All Scripture quotations are taken from the King James Version.

**Comprehension Skills Chart.** Information is given about the types of skills students are practicing in their daily work. Locations of answers are also listed for your benefit when you are helping a student. If a page number is not listed, it means the student must make an inference or an application to answer the question.

## 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 5 Index.** Use this index to find where a concept was introduced in Grade 5. This index includes five parts: "Skills, First Introduced," "Comprehension, Analysis, and Evaluation Skills," "Extra Activities," "Scriptural Truths and Character Traits," and "Oral Reading Skills."

**Appendix B: Reading 6 Scope and Sequence.** This is a sequential listing of what is taught in Reading 6. It gives a good overview of the concepts and skills that are taught and the lessons where they are first introduced.

**Appendix C: Reading 6 Index.** Use this appendix to find where Reading 6 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: Vocabulary 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 vocabulary words used in each story.

**Appendix E: Literary Terms.** This appendix contains the literary terms that are used in Reading 6.

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

**Appendix G: 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 H: Reproducible Materials.** You may copy these charts and use them to teach and review concepts.

**Appendix I: Index of Selection in *Calls to Courage*.** This appendix lists the titles of all the selections 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 number for each story and poem.

## How to Use the LightUnits

Each LightUnit is divided into three sections and has a total of sixteen lessons. Each story in the reader is covered by one lesson in the LightUnit. Each lesson, either three or four pages in length, is one day's work. The quizzes and test are stapled into the center of the LightUnit; remove these before handing the LightUnit to the student. You will give the quizzes and test to the student as directed in the LightUnit.

**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 aide or teacher's initials before proceeding with the work in the LightUnit.



– Indicates an exercise that requires the teacher's aide or teacher to grade or assist the student with the exercise. The student may continue working beyond this symbol even if the exercise has not been checked.



– Indicates the student must obtain the teacher's initials before proceeding. This symbol is generally found before quizzes, self checks, and tests.

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- – Indicates an exercise that requires teacher’s involvement. The teacher needs to grade or assist the student with the exercise. The student may continue working beyond this symbol even if the exercise has not been checked.
- ☆ – Indicates the student should check with the teacher for instructions on whether to do this optional activity.
- 👂👂 – Indicates the student should read the lesson story silently.
- 🗣️ – Informs the student that it is time for oral reading class.

**Vocabulary.** Each lesson introduces several vocabulary words that the student continues to practice in succeeding lessons.

Vocabulary words are in boldface type in the reader the first time they occur in the story. Students may use their LightUnit glossary or the reader glossary 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. Other possibilities include making flash cards with the words to review pronunciations, definitions, or usage; or asking students to illustrate the words.

**Exercises.** The exercises in each lesson focus on various skills and concepts. Students will build vocabulary, recall story facts, draw conclusions, summarize information, make comparisons and predictions, identify the author’s purpose, analyze story elements, recognize literary techniques, work with story genres, and apply lessons.

Because of the nature of the comprehension questions, the Answer Key cannot cover the range of possible student answers. A teacher check symbol is used for questions that cannot be answered from the text or ones that have several correct answers. The word *example* without a corresponding teacher check is used to indicate answers that should be similar to the Answer Key, but may vary in wording. When checking, consider whether the student’s answer shows a good understanding of the question. Because students may have difficulty determining whether their answers are accept-

able, it may be easier for you to check the exercises yourself or check them in class.

**Looking Back.** Exercises in this section review concepts from previous lessons. The goal is for students to do this section with minimal teacher assistance. If they need help, it could signal a need for more teacher-led review and practice.

**Poetry.** Poetry lessons are scheduled for Lessons 4, 9, and 14 and include all the poems from that section of the reader. Students recall and apply information from the poems and work with figures of speech, literary techniques, rhyme, rhythm, and poetic devices.

**Quizzes.** Lessons 5 and 10 in each LightUnit are quizzes. Students should study on their own by reviewing the *Looking Back* sections and using the checklist found before each quiz. You may also review with students 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. Students should review the *Looking Back* sections to prepare for the Self Check. They may also review the Self Check before taking it but will complete it without looking back for answers. A list of review questions is also included in the Teacher’s Guide for review before the Self Check.

Score the Self Check after the student has taken it. If he did well, have him make any needed 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 allow one day to review for the test. You could 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 a skill or content area. Giving students time for extra reading on their own is also an excellent activity.

## Scoring and Grading

The score box on quizzes, self checks, and tests show that 80 is the minimum score required to pass. The total score possible is 100. The empty box on the quiz and self check is to be initialed by the person who grades it.

80	
100	

Score \_\_\_\_\_

To obtain a final LightUnit grade, average the two quiz grades and any other optional grades. Add this average to the final LightUnit test grade and divide by two. This average will be the final grade for the report card.

If a student scores lower than 80% on the LightUnit Test, review the concepts he is weak in. Then have him take a copy of the Alternate LightUnit Test located in Appendix G.

## Scheduling the Reading Course

Reading 6 has approximately half a school year's worth of work. Consider the following options for scheduling this course for the school year:

1. Have two or three reading classes each week to spread it over the whole school year. Consider alternating reading class with another part-time class.
2. Schedule one lesson a day until a LightUnit is completed and then skip two or three weeks before beginning a new LightUnit. Plan other projects or focus on other subjects between Reading LightUnits.

3. Divide each lesson in half and take two days per lesson. This would allow you to schedule a shorter reading class each day.

4. Do all five LightUnits during the first half of the year, leaving the second half open for other necessary things. You could wait until the second half of the year to begin reading classes, but the second half is often busier and you may run out of time.

5. Wait a month or two into the school year to begin reading classes and finish up before the end of the school year.

## How to Teach This Course

### 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 effortless. Struggling readers tend to read less than good readers, which translates into less reading practice. Look for ways to get struggling readers to read and reread. Do not hesitate to involve the whole class in reading fluency practice.

1. Have poor readers 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. Choose words that a student has difficulty reading 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 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 reading 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, with a time of planned practice beforehand. 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, encourage it to happen at home.

7. Encourage reading in any way possible. Find 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. Consider setting aside fifteen minutes per day or several times per week for students to read for enjoyment.

Additional resources for building fluency include the following:

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 using corrective steps. Learn more at [www.diannecraft.org](http://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.

### Conducting Oral Reading Class

Oral reading class is an opportunity to teach students the following: to use expressive skills such as voice tones, speed, and volume; to observe punctuation marks; to read clearly and with enough volume for an audience to hear and understand; and to read with a speed similar to normal speech.

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Oral reading class also gives students opportunity to communicate with an audience, to gain fluency, and to develop comprehension. It provides opportunity for the teacher to assess the students' oral reading abilities.

Following are several methods to use in oral reading class:

**1. Model effective oral reading.** One part of good oral reading includes conveying the emotions of the characters and the sense of the story through voice tones, speed, and volume. Read aloud parts of the story so that students hear an example of how they ought to read.

**2. Teach attentiveness.** 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. This method makes it necessary for students to pay attention at all times.

Another aspect of attentiveness is listening without following along in the reader. Teach students to give their full attention to the one who is reading.

**3. Read by sentences.** Vary your routine: occasionally read by sentences. This is an excellent discipline because it demands student alertness and concentration on punctuation marks. It trains students in sustained attention and gives each student opportunity to read more often and at shorter intervals.

**4. Read larger amounts of text.** Divide the story into parts of several paragraphs or pages and assign a part to each student. Let each one practice his assigned part before reading it aloud. Allowing students to practice a small section 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.

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. Conduct a partial class.** If time is limited, have students read the text silently while you work your way around the room, pausing by each student. Have him begin reading aloud to you at whatever point in the story he is reading. Listen to a paragraph or two.

You could also assign students to read in pairs. Be sure to listen in as they read.

## Poetry Selections

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

Take time to read poems expressively to and with your students in oral reading class and at other times. As students

hear and read beautiful poems with expression, they will learn to enjoy poetry.

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 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 that many people use to read poetry.

**Read the poems for enjoyment.** If your students have trouble understanding and enjoying a poem, spend time looking at the poem together. Help them to see the imagery, the humor, and the figures of speech. Discuss the rhyming words and the rhythm. Notice anything unusual and discuss it.

**Read the poems chorally.** 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. 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 together. Instruct the students to read the poem silently in the way you modeled it for them. Depending on the piece, it can be read several times chorally so that students enjoy the poem's beauty and comprehend its message.

**Read other poems to your students besides those in the readers.** A good way to build appreciation for poetry is to read many fun or interesting poems. Following is a list of books that contain good poems:

1. *Best Loved Poems of the American People* selected by Hazel Felleman
2. *Favorite Poems Old and New* selected by Helen Ferris
3. *Childcraft*, Volumes 1 and 2, especially the pre-1970 editions
4. *Poems for Memorization*, Rod and Staff Publishers
5. *The Kingfisher Book of Children's Poetry* selected by Michael Rosen
6. *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.