

# Introduction to Reading 8

## Goals for Reading

Reading with discernment is necessary because stories have the power to shape our thinking and our actions. Stories can entertain us or captivate us with their beauty, but they also instruct us and influence our opinions and convictions. Stories help us better understand life by illustrating human tendencies and introducing us to new experiences, ideas, and perspectives.

One goal of this course is to teach students to think critically and evaluate what they read. Thinking critically helps students draw reasonable conclusions, solve problems, and recognize and avoid fallacies in arguments. It helps them make sound evaluations as they examine the truths or viewpoints a story illustrates and consider the way an author portrays the world through a story.

Another goal is to teach students about literary concepts. The exercises in the LightUnits focus more on analyzing and

interpreting text than on basic comprehension. Students identify literary elements and techniques and analyze their effects. They examine the way writers use language to express ideas and stir emotions.

A third goal is for students to reflect on and respond to the text. A story often gives insight into real-life issues. Students contemplate what the story illustrates about life, exploring its deeper meaning and then making applications to their own lives.

In summary, learning to think critically and to analyze literary techniques will help students move beyond the surface details of a story to its deeper meaning. These skills will also help students develop habits of discernment in their reading, enabling them to sort what is good from what is not and accomplish useful work in the kingdom of God.

## Components of Reading 8

The components of this course are five LightUnits, the reader *Where Roads Diverge*, the Answer Key, and this Teacher's Guide.

The consumable LightUnits provide the student with written exercises for the selections in the reader. The spiral-bound

Answer Key contains reproductions of LightUnit pages with answers. 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:



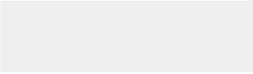
– LightUnit page for teaching instructions.



– 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. Checking this list will help you to prepare before class time by gathering the needed materials or thinking of reasonable substitutes.

**Review.** This section systematically reviews 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, keep presenting and practicing the points of difficulty. Repetition is essential to the learning process because 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 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 *Review* sections.

**Introduction.** Preparing your students for the selection helps them to understand and enjoy it more. In the

introduction section you will find suggestions for related text, background information, discussion ideas, and more. Choose one or two ideas that work well for your class.

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

**Oral Reading.** Oral reading classes are scheduled for Lessons 2, 6, and 11. You may choose to have oral reading class more often if it fits into your schedule. Remember that while poorer readers take more time, they also need more experience in reading aloud. Consider other possibilities for practice, such as reading aloud at home or allowing students to read in pairs or small groups instead of always as a whole class.

Each oral reading class has a suggested focus, with the goal of helping students learn techniques for better oral reading. You do not need to cover the entire selection in oral reading class, especially if class time is limited. Spending a little time with a clear, guided focus for reading class is better than skipping it entirely.

Questions for discussion are included for each selection. These are valuable in interpreting the selection, exploring the author's techniques, and making applications.

**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.

## 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 7 Index.** Use this index to find where a concept was introduced in Grade 7. 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 8 Scope and Sequence.** This appendix is a sequential listing of what is taught in Reading 8. It gives a good overview of the concepts and skills that are taught and the lessons where they are first introduced.

**Appendix C: Reading 8 Index.** Use this index to find where Reading 8 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 selection.

**Appendix E: Literary, Critical Thinking, and Poetic Terms.** This appendix contains the terms that are used in Reading 8.

**Appendix F: Scripture Verse for Each Selection.** The Bible verses that are used with the selections 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 in your classroom.

**Appendix I: Index of Selections in *Where Roads Diverge*.** 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 and lesson number for each selection.

## How to Use the LightUnits

Each LightUnit is divided into three sections and has a total of sixteen lessons. Each lesson, 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 students through a lesson. Teach them 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.



– Indicates an exercise that requires the 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.

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

🚲 – Indicates the student should read the lesson selection silently.

🚴 – Informs the student of an oral reading class.

**Vocabulary.** Each lesson introduces several vocabulary words that students continue to practice in succeeding lessons.

Vocabulary words are in boldface type in the reader the first time they occur in the text. 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 information; examine the narrative for literary elements such as characters, setting, plot, point of view, theme, and tone; identify and analyze literary techniques such as similes, metaphors, personification, imagery, symbols, allusions, irony, and foreshadowing; make life applications; identify story genres; practice types of writing; and learn to think critically.

Because of the nature of the comprehension questions, the Answer Key does not 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 students' answers reflect an understanding of the text. Give them credit for reasonable answers, even if those answers do not perfectly match the Answer Key. The purpose of comprehension questions in Reading is to assess students' understanding, and if they have given a reasonable answer, do not penalize them for an idea that differs from the suggested answer. Make sure they can support their answers with evidence from the text or from their background knowledge. Discussing their ideas with

them or in class is an excellent way to enrich their understanding of the text. Because students may have difficulty determining whether their answers are acceptable, it may be easier for you to check the exercises yourself or check them in class.

**Review.** Exercises in this section review concepts from previous lessons. Students should be able 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 based on the poems in the reader and are spread throughout the course. Students interpret the meaning of the poems and work with rhyme, rhythm, form, and other poetic techniques.

**Quizzes.** Lessons 5 and 10 in each LightUnit are quizzes. Students should study on their own by reviewing the *Review* 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 quizzes.

**Self Checks.** Lesson 15 in each LightUnit is a Self Check. The Self Check evaluates students' mastery of concepts taught in the LightUnit and helps prepare them for the LightUnit Test. Students should review the *Review* 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 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 some 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 \_\_\_\_\_

**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 G.

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.

## Scheduling the Reading Course

Reading 8 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 projects. 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.