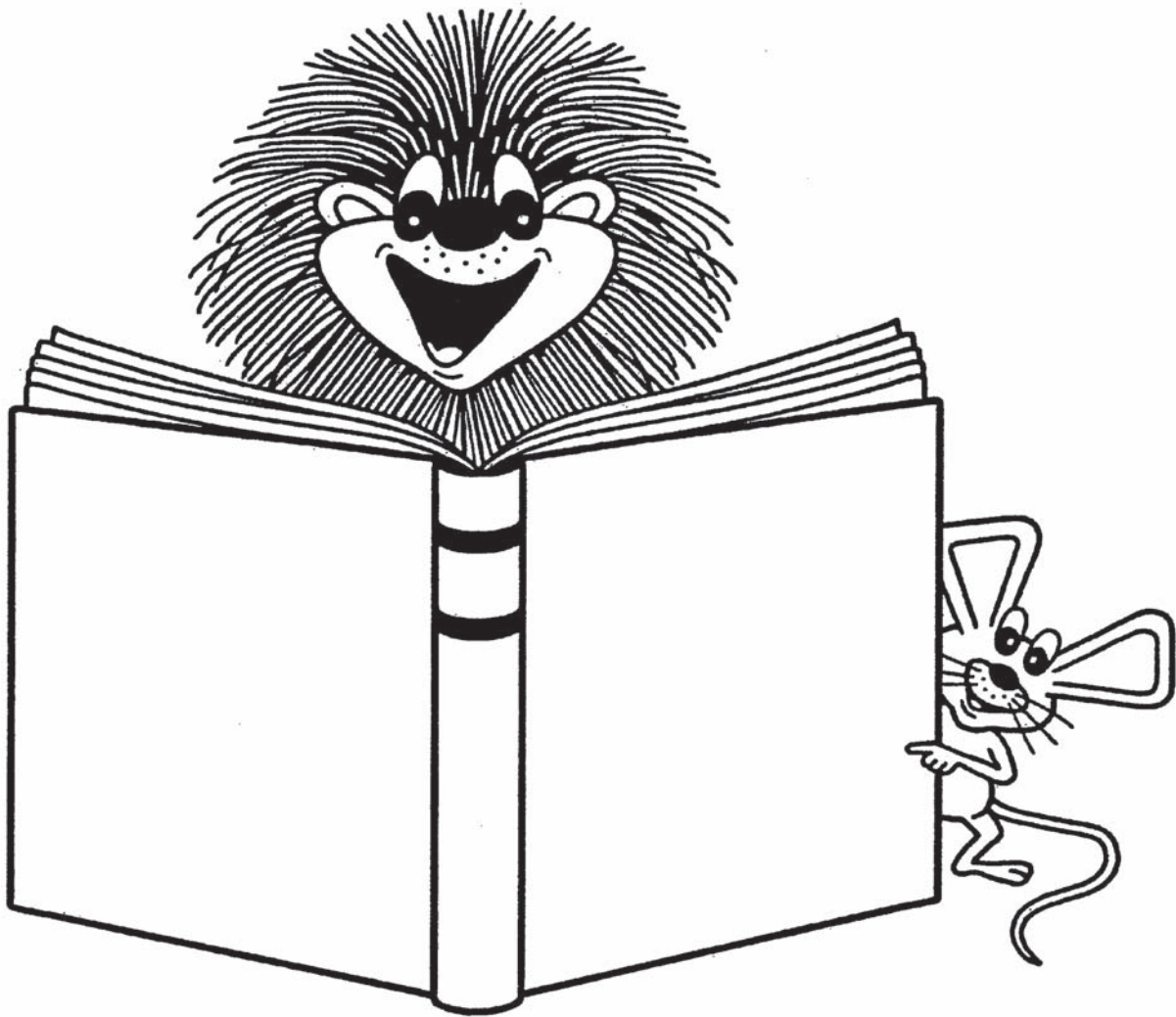


Reading for All Learners

Instructor's Resource Materials

Sets 1-8



This package of materials contains information and blackline masters for your use, to make the *Reading for All Learners* "Little Books" series an effective and efficient learning program.

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Reading for All Learners

Scope & Sequence Chart



Grade Level	Readers	Decoding Skills	Stories	Comprehension	Assessment
K - 1.0	Set 1 26 books Red (26 stories)	Decoding skills: present new skills 27 new sounds [a, d, e, e, f, i, l, m, n, o, r, s, t, u, w] [A, D, E, F, I, L, M, N, R, S, W, Y,] 6 new combinations [sh, th, wh] [Sh, Th, Wh] 73 new regular words -- 1 syllable 9 new sight words -- 1 syllable	1 per book 20 - 100 words per story	130 questions (minimum) 82% Literal, 13% Inferential, 5% Evaluative	Located in books 6, 11, 16, 21, 26 Fluency Criteria: Minimum 92% accuracy
1.0 - 1.3	Set 2 26 books Orange (26 stories)	Decoding skills: practice previously introduced skills - present new skills 5 new sounds [b, h, o] [B, H] 2 new combinations [al] [Al] 98 new regular words -- 1 syllable 8 new sight words -- 1 syllable	1 per book 80 - 150 words per story	130 questions (minimum) 87% literal, 8% Inferential, 5% Evaluative	Located in books 6, 11, 16, 21, 26 Fluency Criteria: Minimum 92% accuracy
1.3 - 1.6	Set 3 21 books Yellow (21 stories)	Decoding skills: practice previously introduced skills - present new skills 15 new sounds [a, c, g, j, k, p, x, y] [C, G, J, K, P, T, U] 2 new combinations [er, ou] 109 new regular words -- 1 syllable 15 new sight words -- 1 syllable Morphological skills: present new skills contractions	1 per book 100 - 150 words per story	105 questions (minimum) 88% Literal, 8% Inferential, 4% Evaluative	Located in books 6, 11, 17, 21 Fluency Criteria: Minimum 94% accuracy
1.6 - 2.0	Set 4 14 books Lime Green (28 stories)	Decoding skills: practice previously introduced skills - present new skills 8 new sounds [i, u, v, y, z] [O, U, V] 4 new combinations [ai, ar, ing] [Ou] 374 new regular words -- 1 to 2 syllables 44 new sight words -- 1 to 2 syllables Morphological skills: practice previously introduced skills - present new skills Silent "e"; possessives ('s); word endings "ed" and "ing" (added to previously learned words)	2 per book 200 - 400 words per story	200 questions (minimum) 50% Literal, 31% Inferential, 19% Evaluative	Located in books 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Fluency Criteria: Minimum 60 words/minute with 97% accuracy

Reading for All Learners



Scope & Sequence Chart

Grade Level	Readers	Decoding Skills	Stories	Comprehension	Assessment
2.0 - 2.3	Set 5 14 books Green (42 stories)	Decoding skills: practice previously introduced skills - present new skills 13 new combinations [ay, ch, ea, ee, ir, ol, oo, or, ow, qu, ur] [Ch, Qu] 623 new regular words -- 1 to 2 syllables 32 new sight words -- 1 to 2 syllables Morphological skills: practice previously introduced skills - present new skills compound words; base word/word ending concept; word endings (added to previously learned and new words)	3 per book 300 - 500 words per story	230 questions (minimum) 30% Literal, 40% Inferential, 30% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency criteria: Minimum 75 words/minute with 97% accuracy
2.3 - 2.6	Set 6 14 books Teal (56 stories)	Decoding skills: practice previously introduced skills - present new skills 13 new combinations [au, aw, ew, igh, kn, oa, oi, oy, ph, tion, ture, ue, wr] 1,111 new regular words -- 1 to 4 syllables (some with unstressed vowels) 60 new sight words -- 1 to 3 syllables (some with unstressed vowels) Morphological skills: practice previously introduced skills - present new skills "y" derivatives; Silent "b," "t," "gh"; hyphenated words (names, descriptions); "ai," "ou," "oa" followed by "r"; word endings (added to previously learned and new words)	4 per book 500 - 700 words per story	244 questions (minimum) 21% Literal, 39% Inferential, 40% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency criteria: Minimum 90 words/minute with 97% accuracy
2.6 - 3.0	Set 7 12 books Blue (60 stories)	Decoding skills: practice previously introduced skills 1,133 new regular words -- 1 to 4 syllables (many with unstressed vowels) 60 new sight words -- 1 to 4 syllables (many with unstressed vowels) Morphological skills: practice previously introduced skills - present new skills prefix/suffix concept; prefixes (13); prolonged sounds; semicolon; possessives (s'); abbreviations (Mr., Mrs., Ms., Dr., U.S., TV); Initials	5 per book 600 - 800 words per story	300 questions (minimum) 22% Literal, 64% Inferential, 14% Evaluative	Located in books 2, 4, 6, 8, 10, 12 Fluency criteria: Minimum 110 words/minute with 97% accuracy
3.0 - 3.6	Set 8 10 books Purple (50 stories)	Decoding skills: practice previously introduced skills 1,185 new words -- 1 to 5 syllables Morphological skills: practice previously introduced skills - present new skills suffixes (3); time (hours, minutes, a.m., p.m.); hyphenated words (numbers); abbreviations (OK); 4-step approach to decoding multi-syllable words	5 per book 700 - 1,000 words per story	376 questions (minimum) 16% Literal, 67% Inferential, 17% Evaluative	Located in books 2, 4, 6, 8, 10 Fluency criteria: Minimum 120 words/minute with 97% accuracy

Reading for All Learners

Instructor Guidelines Sets 1-8

Reading the Books

The sequence of “little books” was researched, revised, and field tested to provide “high success” and fun learning experiences in beginning reading. Each “little book” is built on the skills taught in previous books. For “high success,” the books must be taught in sequence. The skills in the first part of the book must be mastered before reading the stories in the second part.

Sound Practice: Practicing Sounds Already Introduced

While pointing to each sound, the instructor asks, “What sound?” Point to the sounds in any order. Move to the next section when all the sounds are correct.

Correcting Mistakes: Use this Procedure for Learner Errors with Sounds and Words

Stop the learner immediately after an error occurs by holding up your hand at the student’s eye level. In a nonjudgmental and encouraging tone, use the following model, guide, and test correction procedure.

Step 1. The instructor models the correct answer.

Example: The instructor points to the sound and says, “My turn. This sound is ‘aaaa’.”

Step 2. The instructor guides the learner through the correct answer.

Example: “Let us say this sound together: ‘aaaa’.”

This guidance continues until the learner can imitate the instructor.

Example: “Your turn. Say this sound.”

Step 3. The instructor tests the learner.

Test the learner by asking two or three words or sounds the student should know, and then return to the skill being corrected.

Example: “Your turn. What sound is this?”

If the student struggles with this test, review the skill being corrected later in the lesson.

New Sounds: Teaching New Sounds

Step 1. Instructor models sound. Example: “My turn. This sound is ‘aaaa’.”

Step 2. Asks the learner to say the sound. Example: “Your turn. Say this sound.” The learner says “aaaa.”

Step 3. Ask the learner one or two sounds already mastered, and then return to the new sound being taught.

Word Practice: Practicing Words Already Introduced

Ask the learner, while pointing to each word, “What is this word?” The learner should say all the words without any mistakes. Point to the words in any order. If the learner does not remember the word, prompt the learner to say the word the “slow way,” and then the “fast way.”

New Words: Teaching New Regular Words

Step 1. Instructor points to each letter as it is sounded, and says: “My turn. Listen to me say this word the slow way. ‘SSSaaamm’.”

Step 2. Instructor points to the same word, and says: “My turn. Listen to me say this word the fast way. ‘Sam’.”

Step 3. Instructor asks learner to sound out the word slowly. Example: “Your turn. Say the word the slow way.”
Learner sounds out word slowly. Example: “SSSaaamm.”

Step 4. Instructor asks learner to say the word fast. Example: “Your turn. Say the word the fast way.”
Learner says the word. Example: “Sam.”

Remember: Use the model, guide, and test correction procedures to correct mistakes.

New Words: Teaching New Irregular Words

The new irregular words are underlined. For example, the word “was” is normally pronounced “wos” and not “was,” (short a sound) and should be taught as follows:

Step 1. Sound out the word together. Example: “Our turn. Say this word the slow way. ‘WWWaaasss’.”

Step 2. Explain. “When we say this word the fast way, we say it differently.” Example: “My turn. This word is ‘Was’.” (Wos)

Ask learner to say the word. Example: “Your turn. Say this word the fast way.”

Learner says the word. Example: “**Was.**” (Wos)

Step 3. Ask learner to sound out the word. Example: “Your turn. Say the word the slow way.”

Learner sounds out the word. Example: “**WWWaaasss.**”

Step 4. Ask learner to say the word. Example: “Well done. You said the word the slow way. But when we say it fast, we say it differently. Your turn. Say the word the fast way.”

Learner says the word. Example: “**Was.**” (Wos)

Reading the Story

The instructor or the learner should point to each word as the learner reads the story. Correct mistakes as soon as they occur. When correcting irregular words, the student should practice saying the word the “slow way” and the “fast way.” Read the story at least **twice**. Once, to develop accuracy, and the second time to build confidence and fluency. If more than two mistakes occur during the second reading, read the story a **third** time with the learner. If teaching a group, have each learner take a turn on parts of the story. The learner or instructor should point to each word. Use the model, guide, and test correction procedure. When reading the story, it may be unnecessarily intrusive to correct the learner immediately.

Discussing the story. Comprehension questions about the story are at the bottom of pages within the story. As the learner reads through the story, ask the learner the questions and discuss parts of the story that are of interest to the learner. Instructor demonstrations of interest and enthusiasm will be very important.

Praise. Be **specific** when praising the learner. Specific praise helps learners know exactly what has been done well. For example: “Well done. You said it the slow way.”

“Coming Attractions” Section

The “Coming Attractions” section following selected stories lists new sounds and words which will be introduced in the next book. Do a quick review of these sounds and words to build interest and confidence.

“Looking Back” Section

Every five or six books contains a section called “Looking Back,” which tests whether the learner has mastered the skills in the previous books. The criteria for allowable mistakes is listed at the bottom of the page. If the learner does not meet criteria, go back and read through all books between the previous “Looking Back” section and the current “Looking Back” section. This reteaching is extremely important for ensuring continuous, high success, reading experiences. The learner **must** be competent and confident on each “Looking Back” test before moving to the next book.

Pronunciation Guide

Sound	Example	Sound	Example
a	<u>a</u> m, fa <u>t</u>	m	<u>m</u> e, hi <u>m</u>
ā	a <u>te</u> , ca <u>k</u> e	n	<u>n</u> ot, su <u>n</u>
ai	<u>a</u> id, pa <u>i</u> n	o	<u>o</u> x, no <u>t</u>
al	<u>a</u> lso, sa <u>l</u> t	ō	<u>o</u> pen, g <u>o</u>
ar	<u>a</u> rt, ca <u>r</u>	ou	<u>o</u> ut, lo <u>u</u> d
b	<u>b</u> ig, ri <u>b</u>	p	<u>p</u> at, si <u>p</u>
c	<u>c</u> at, pi <u>c</u> nic	r	<u>r</u> un, de <u>e</u> r
d	<u>d</u> og, li <u>d</u>	s	<u>s</u> o, ki <u>ss</u>
e	<u>e</u> nd, pe <u>n</u>	sh	<u>sh</u> ip, wi <u>sh</u>
ē	<u>e</u> go, me <u></u>	t	<u>t</u> op, hi <u>t</u>
er	<u>e</u> r, fe <u>r</u> n	th	<u>th</u> en, ba <u>th</u> e
f	<u>f</u> ull, i <u>f</u>	u	<u>u</u> p, ru <u>g</u>
g	<u>g</u> o, ra <u>g</u>	ū	<u>u</u> se, fu <u>u</u> m
h	<u>h</u> at, be <u>h</u> ind	v	<u>v</u> ery, gi <u>v</u> e
i	<u>i</u> t, pi <u>n</u>	w	<u>w</u> in, no <u>w</u>
ī	<u>i</u> ce, ti <u>m</u> e	wh	<u>wh</u> en, <u>wh</u> y
ing	<u>i</u> ng, br <u>i</u> ng	x	<u>x</u> ox, si <u>x</u>
j	<u>j</u> ump, <u>j</u> eep	y	<u>y</u> es, <u>y</u> ou
k	<u>k</u> iss, mil <u>k</u>	ȳ	<u>y</u> my, cr <u>y</u>
l	<u>l</u> eg, wi <u>ll</u>	z	<u>z</u> oo, bu <u>zz</u>

Pronunciation Guide

Letter	Combination	Example	Alternate	Prefix	Example
	ai	<u>p</u> ain		a	as <u>l</u> eep
	al	ba <u>ll</u>		ad	ad <u>dr</u> ess
	ar	ca <u>r</u>		be	be <u>c</u> ame
	au	ha <u>u</u> l		con	con <u>t</u> est
	aw	la <u>w</u> n		de	de <u>p</u> art
	ay	ma <u>y</u>		dis	dis <u>a</u> gree
	ch	<u>ch</u> ip		ex	ex <u>p</u> ort
	ea	se <u>a</u> t	head	im	im <u>p</u> ossible
	ee	se <u>e</u>		in	in <u>s</u> ide
	er	fe <u>r</u> n		per	pe <u>r</u> son
	ew	ne <u>w</u>		pre	pre <u>v</u> iew
	ey	ke <u>y</u>		re	re <u>t</u> urn
	igh	hi <u>gh</u>		sub	sub <u>m</u> arine
	ing	ri <u>ng</u>		un	un <u>h</u> appy
	ir	bi <u>r</u> d		<u>Suffix/Ending</u> Example	
	kn	kn <u>e</u> e		a	me <u>d</u> ia
	oa	oa <u>t</u>		al	fi <u>ct</u> ional
	oi	boi <u>l</u>		ful	help <u>fu</u> l
	ol	o <u>l</u> d		ible	respo <u>ns</u> ible
	oo	mo <u>o</u> n	foot	ic	po <u>e</u> tic
	or	fo <u>r</u>		ish	fo <u>l</u> ish
	ou	o <u>u</u> t		ist	arti <u>s</u> t
	ow	sho <u>w</u>	cow	ive	detecti <u>v</u> e
	oy	bo <u>y</u>		ize	motori <u>z</u> e
	ph	pho <u>ne</u>		le	mid <u>d</u> le
	qu	que <u>en</u>		less	harm <u>l</u> ess
	sh	shi <u>p</u>		ment	statem <u>e</u> nt
	th	thi <u>s</u>	thin	ness	dark <u>n</u> ess
	ue	blu <u>e</u>		ous	danger <u>o</u> us
	ur	tu <u>r</u> n		tion	attenti <u>o</u> n
	wh	wh <u>e</u> n		ture	captu <u>r</u> e
	wr	wra <u>p</u>		ward	forwa <u>r</u> d

Books and Stories in the *Reading for All Learners* “Little Books” Series

Set 1 Books 1-26

Book	Title
1	I See Sam
2	Sam
3	See Sam
4	See Me
5	Mat
6	See Mat
7	Meet Mit
8	See It
9	Sit on It
10	Sis
11	Sam Sat
12	It Is Ann
13	Ann and Nan
14	Nan and the Man
15	Sam Is Mad
16	Sid
17	We Will See
18	Sid and the Mess
19	Sis in a Mess
20	Nat Sits
21	Nat
22	Mat in the Sun
23	Run, Feet, Run
24	Who Am I?
25	Nell and Ed
26	Sis in the Well

Set 2 Books 1-26

Book	Title
1	Ann is Sad
2	Ed and the Street
3	Mat Did It
4	The Shell
5	Sell the Shell
6	The Hat
7	Mat in the Hat
8	See Them
9	Mit Is Wet
10	Mat and the Nut
11	Will We Win?
12	Mat the Rat
13	The Seed
14	Mit and the Weed
15	Was It Wet?
16	Fun With the Sheet
17	The Men
18	The Bad Men
19	Mat at Bat
20	The Bat Rat
21	Mat is Wet
22	The Fun Fish
23	The Bus
24	Ben the Ant
25	The Bee
26	The Ant and the Bee

Set 3 Books 1-21

Book	Title
1	In the Mud
2	In a Tub
3	Up We Go
4	A Trip
5	The Pond
6	In the Tent
7	The Ship
8	Up the Path
9	Bud and the Tree
10	Smash It
11	Ruff
12	To the Den
13	The Mask
14	Swim With Us
15	To Camp
16	A Trip in a Ship
17	A Trick on Ruff
18	Rocks
19	Dash Has Fun
20	Not Yet, Tip
21	Tip Plays a Trick

Set 4 Books 1-14

Book	Title
1	Lids and Logs
	The Box Trick
	Meg and the Pond
2	Cans and Drums
	Jack Gets Stuck
	Wink Naps
3	Pits and Wells
	The Trunk in the Well
	Lil Helps Tom
4	Shells and Rocks
	The Shell
	Thanks to Bess
5	Trunks and Things
	The Ducks Go Camping
	The King's Ring
6	Songs and Sticks
	The Long Song
	The King's Pond
7	Caves and Camps
	The Box Cave
	The Wisher
8	Fish and Fires
	Wink and the Fish
	The Smoke in the Hole
9	Pipes and Mules
	The Cracked Pipe
	Ugo the Mule
10	Spells and Space
	The King's Wish
	The Best Page
11	Mice and Ice
	The Mice Race
	The Flying Fish
12	Faces and Storms
	The Face in the Trees
	The Horn
13	Paths and Places
	The Path to the Fort
	A Note for the King
14	Birds and Bikes
	The Bird's Turn
	Jake's Luck

Books and Stories in the *Reading for All Learners* “Little Books” Series

Set 5 Books 1-14

Set 6 Books 1-14

Set 7 Books 1-12

Set 8 Books 1-10

Book	
1	Wells and Wishes The Wishing Horn The Ant Jar The Runner’s Luck
2	Riders and Rocks The Best Jumper A Lot of Riders Shorty the Miner
3	Storms and Stardust The Shortcut The Witch in the Tree Trunk Ketchup, Ketchup,...
4	Ducks and Ponds The Best Man The Duck The Big Girl
5	Loggers and Lunches The Logger and the Queen The Hay Ride The Beast of the Rocks
6	Cages and Jars The Squeak Moon in a Jar A Day at the Zoo
7	Carts and Cars The Mad Beast of Ant Land Lost in the Snow: A Play The First Snow!
8	Birds and Bowls The Small, Small Man Troll in the Treetop Rosa’s Goldfish
9	Beasts and Bears The Moon Queen The Gold Ball The Teddy Bear
10	Shirts and Sandwiches A Hats and Rags Race Dusty Catches a Cold Russ Fixes Lunch
11	Clowns and Crowns Who Wants Soup? The Old Queen Who Went To Town The Big Snow
12	Bulls and Bulldogs The Gold Thread The Playful Bull Bashful the Bulldog
13	Toys and Taffy Giant’s Play Sticky Taffy Once Upon a Time
14	Puzzles and Purses A Ride in a Bubble The Puzzle It Must Be Magic

Book	
1	Saddles and Spaceships The Wild Ride The Day the Forest Shook Bedtime Story Rocky
2	Balloons and Bandits Wet Gold A Scream in the Dark The Bandit Bird The Kitten in the Treetop
3	Goats and Gold Just One Wish Gail’s Horse The Castle Hill Holdup Craig’s Goat
4	Pears and Planes When Nothing Worked Sour Pears The Lawn Mower The Toy That Sang
5	Banks and Boats The Blue Fence Dusty and Lew Mark’s Boat The Bank Safe
6	Potions and Pictures Eric Plays Sick The Bashful Lamb The Witch’s Potion The Blue Creature
7	Watches and Rings In the Middle of the Fudge Willy the Walrus Trapped! A Knock at the Window: A Play
8	Dogs and Dust The Dog Show Quick Thinking Pony on the Stairs The Brown Hill Fair
9	Canyons and Creatures Tiny the Tiger The Wildest Beast Bluebird Canyon The Candy Path
10	Feathers and Fudge Rudolph’s Feather Zan’s Dancing Bears The Lazy Lookout Miss Bowler
11	Bottles and Bats Doctors at Work! Part 1 Doctors at Work! Part 2 Harold and the Toppers Wonderman
12	Books and Bears Who Won? The Silver Spider Carmen and her Wonder Chicken The Ten-Headed Bear
13	Pigs and Fleas Monster in the Night The King’s Cook Penny Pig of Pumpkin Park Patty and the Dancing Flea
14	Scars and Screams The Man Next Door The Funniest Storyteller First Day at Camp Witch Wheeler’s Wild Ride

Book	
1	Foxes and Farms Sun of Big Foot Real Friendship Do It Yourself! The Queen’s Soup The Tricky Fox
2	Rivers and Races The Big Basketball Game Giant Bread The Swamp Ball The Champion A Good Job Is Hard to Find
3	Popsicles and Poems The Hose Knows A Jungle of Poems A Clown in the Kitchen Magic on the Merry-Go-Round Part 1 Magic on the Merry-Go-Round Part 2
4	Cartons and Clouds Half Zebra and Half Mule Storm over Stillwater Part 1 Storm over Stillwater Part 2 Birds in the Attic Roy’s Full House
5	Pets and Plums Camera! Action! The One-Man Band Wild Plums for Hanna A Bark in the Dark The Monster in the Tunnel
6	Bracelets and Barbers The Missing Bracelet Part 1 The Missing Bracelet Part 2 The Missing Bracelet Part 3 The Red-Haired Sailor The Capetown Bulldogs
7	Watchdogs and Waves Carla Peppercorn The Wonderful Glasses Old Growler The Upside-Down Boy The Old Mine
8	Camels and Colors The Gentle Ghost of Foxtail Forest Sherman’s Famous Potion On the Way Across Town Colors in the Rain A Thirsty Day in Stover’s Well
9	Carnivals and Closets The Graveyard of Ships Dean and Angelo The Thread Maker A Night for Ghosts The Acrobat
10	Freckles and Forests Mean Mr. Bean Michiko and the Dragon The Spot On Betsy’s Nose That Wally! The Flour Ghost
11	Sheriffs and Showers The Underground Robber Who Would Miss the Plumber? The Sheriff of Rattlesnake Bend The Surprise Couch: A Play Part 1 The Surprise Couch: A Play Part 2
12	Sawfish and Snow High Above Peach Street A Very Important Day The Wrong Turn Miss Ivy’s Boarding House The Rusty Fish

Book	
1	Smiles and Surprises Always the Same Thing The Black Hill Bandits Too Many Smiles Some Lizard! Doctor Horncastle’s Surprise
2	Laughs and Landings It Happened on First Street Lunch with a Laugh Part 1 Lunch with a Laugh Part 2 The Sticky Landing Blue Lips, Purple Face
3	Diets and Diamonds The Boy Who Overdid Everything Nothing Was Saved I’m Your Aunt Polly! The Diamond Wasn’t Real The Magic Cowboy Suit
4	Tracks and Trails The Missing Ring A Rock on the Tracks The Little Sheriff The Runaway Puppy A Gift for the King
5	Barrels and Blimps The Detectives A Pickle in the Sky Bulldogs and Tigers Rivers Do What They Want The Linda Sue
6	Beaches and Boulders The Highest Note The Cowardly Knight Part 1 The Cowardly Knight Part 2 The Tomato Pickers There’s No Place Like Home
7	Captains and Canoes Don’t Believe Karen Big Ben The Spelling Lesson Part 1 The Spelling Lesson Part 2 Sailors of the Sea Breeze
8	Beehives and Bones Five Dollars Short Artist at Work The Plainfield Picnic Fiddlesticks The Crook and the Creek
9	Pianos and Police The Rainmaker The Red Speck Locks, Locks, Locks Jones & Son Maggie’s House
10	Fog and Fishermen The Silver Dollar Trail One Snowy Night Fog Over the Bay A Night on the Town Big Blue

Reading for All Learners

Pre/Post Assessment

Pre/Post Assessment Guidelines

Sets 1-3

Materials

You will need the following:

1. Pre/Post Assessment: Sentences the student will read.
2. Pre/Post Assessment Score Sheet: Form used to record student's test results.

Administering the Test

Getting Started

Seat the student at a table with the Pre/Post Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise.

Position the Pre/Post Assessment Score Sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell the student, "I want you to read some sentences. Point to the words as you read them. You may not know all the words, but do the best you can. Do not watch me while I make notes. I am just as interested in the words you read well as the words that give you a problem."

Praise the student for working hard and staying focused. For example, "I like the way you are working." **Do not indicate if a response is correct or incorrect.** If necessary, you may instruct the student to stay on task or to speak clearly by saying, "Keep your eyes on the paper and point to the words as you read them," or "Speak louder."

Recording Test Results on the Score Sheet

Please refer to the sample Pre/Post Assessment Score Sheet while reading this explanation.

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: "If you don't know the word, just go on." **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student incorrectly pronounces the word the fast way.

Remember these points:

1. If you are not sure the student read the word correctly, ask the student to repeat it.
2. If the student skips a word, point to the skipped word and ask the student to say the word.

3. If the student sounds out a word and you are not sure of the student's final response, point to the word and ask the student to say the word. ("Say this word the fast way.")
4. If the student looks at you for acknowledgment of a correct response, tell the student to go on, and praise the student for working hard.

Scoring the Test

Please refer to the Sample Pre/Post Assessment Score Sheet while reading this explanation.

The Pre/Post Assessment is used to determine either a student's entry point in a set of books or mastery of a set. There is a Pre/Post Assessment for each of the eight sets of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student's errors.

Calculating Test Score

Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.

Determining Placement from Scores

Compare the student's mistakes with that of the mastery requirement.

When using the Pre/Post Assessment for placement purposes, start with Set 1 and continue testing until the mastery requirement is not met. Start teaching with the first book of the set in which the mastery requirement was not met.

The following are the grade levels of the Pre/Post Assessments.

- Set 1 Test: Grade 1.0
- Set 2 Test: Grade 1.3
- Set 3 Test: Grade 1.6
- Set 4 Test: Grade 2.0
- Set 5 Test: Grade 2.3
- Set 6 Test: Grade 2.6
- Set 7 Test: Grade 3.0
- Set 8 Test: Grade 3.6

Pre/Post Assessment Score Sheet
Set 1 Books 1-26

Name _____

Date _____

SAMPLE

I am Sam!

See me, Mat!

Mit sits in it, Sis.

Sim sees a man sit.

Ann sat on this and that.

Is Nan at the mess, Nat?

When will we meet Sid?

She meets Ed with fun feet.

What fits Nell well?

Yes, I see them run.

SAMPLE

Mistakes: 5

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

*If no, student placement is recommended starting with Set 1 Book 1
If yes, administer Pre/Post Assessment Set 2.*

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Pre/Post Assessment Guidelines

Sets 4-8

Materials

You will need the following:

1. Pre/Post Assessment: Paragraphs the student will read.
2. Pre/Post Assessment Score Sheet: Form used to record student's test results.
3. Stopwatch, clock, or watch with seconds indicator.

Administering the Test

Getting Started

Seat the student at a table with the Pre/Post Assessment sentences directly in front of the student. The table should be in an area free from distractions and noise.

Position the Pre/Post Assessment Score Sheet where it can be easily marked during the test, but where the student cannot see it or be distracted by it.

Tell student: "I want you to read this passage. I will be timing you, so read it as carefully, but as quickly as you can."

Begin timing the student as the first word of the passage is said, and stop timing when the last word of the passage is said.

Praise the student for working hard and staying focused. For example: "I like the way you are working." Do not indicate if a response is correct or incorrect. If necessary, you may instruct the student to stay on task or to speak clearly by saying: "Keep your eyes on the paper," or "Speak louder," or "Point to the words as you read them," etc.

Recording Test Results on the Score Sheet

Please refer to the sample Pre/Post Assessment Score Sheet while reading this explanation.

As the student reads each word, follow with your pencil. Mark each word read incorrectly.

Student Errors

A student may work on a word as long as necessary. However, if the student requests help or looks at you for assistance, say: "If you don't know the word, just go on." **Do not correct student errors.**

A word is read correctly if the following apply:

1. Pronunciation of the word is correct.
2. Student self-corrects an error.
3. Student correctly or incorrectly reads the word the slow way, but correctly pronounces the word the fast way.

A word is read incorrectly if the following apply:

1. Pronunciation of the word is incorrect.
2. Student correctly or incorrectly reads the word the slow way, but incorrectly pronounces the word the fast way.
3. Student skips a word.

Scoring the Test

Please refer to the Pre/Post Assessment Score Sheet while reading this explanation.

The Pre/Post Assessment is used to determine a student's entry point in a set of books. There is a separate Pre/Post Assessment for each set of books. The bottom of the score sheet shows the mastery requirement and provides space for recording the student's errors and time.

Calculating Test Score

1. Count the number of incorrect words marked in the passage and record that number in the space provided at the bottom of the score sheet.
2. Record the amount of time in seconds that it took the student to read the passage in the space provided at the bottom of the score sheet.

Determining Placement from Scores

Compare the student's mistakes and time with that of the mastery requirement.

The mastery requirement for passing a set is: (a) a 97% accuracy level (3 errors or less) and (b) a fluency rate of 60-120 wpm (depending on the set) for the 100-word assessment passage.

If the mastery requirement is met, circle "YES" in the box at the bottom of the score sheet where it shows "Mastery Requirement met?" Otherwise, circle "NO." Student placement begins with the first book of the set in which the student did not achieve mastery.

The following are the grade levels of the Pre/Post Assessments.

- Set 1 Test: Grade 1.0
- Set 2 Test: Grade 1.3
- Set 3 Test: Grade 1.6
- Set 4 Test: Grade 2.0
- Set 5 Test: Grade 2.3
- Set 6 Test: Grade 2.6
- Set 7 Test: Grade 3.0
- Set 8 Test: Grade 3.6

Name _____

Date _____

SAMPLE
SAMPLE

Ray looked down at the puzzle and said,
“You did that very quickly. I see a little story in
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She
picks one shiny pear and slowly eats it. It’s a
magic pear that lets her hear what the cows are
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small
girl by the tree. He’s wild and runs at her with
his horns down. She starts running too.

Mistakes: 4

Time: 90

Mastery Requirement: Read all sentences with no more than 3 mistakes within 80 seconds.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 4.

If yes, administer Pre/Post Assessment Set 6.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading for All Learners

Instructional
Resource
Materials

Set 1

I am Sam!

See me, Mat!

Mit sits in it, Sis.

Sim sees a man sit.

Ann sat on this and that.

Is Nan at the mess, Nat?

When will we meet Sid?

She meets Ed with fun feet.

What fits Nell well?

Yes, I see them run.

Pre/Post Assessment Score Sheet
Set 1 Books 1-26

Name _____

Date _____

I am Sam!

See me, Mat!

Mit sits in it, Sis.

Sim sees a man sit.

Ann sat on this and that.

Is Nan at the mess, Nat?

When will we meet Sid?

She meets Ed with fun feet.

What fits Nell well?

Yes, I see them run.

Mistakes: _____

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

If no, student placement is recommended starting with Set 1 Book 1

If yes, administer Pre/Post Assessment Set 2.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 1 Books 1-26



Name _____

Book	Title	Date
1	I See Sam	
2	Sam	
3	See Sam	
4	See Me	
5	Mat	
6	See Mat	
7	Meet Mit	
8	See It	
9	Sit on It	
10	Sis	
11	Sam Sat	
12	It Is Ann	
13	Ann and Nan	
14	Nan and the Man	
15	Sam Is Mad	
16	Sid	
17	We Will See	
18	Sid and the Mess	
19	Sis in a Mess	
20	Nat Sits	
21	Nat	
22	Mat in the Sun	
23	Run, Feet, Run	
24	Who Am I?	
25	Nell and Ed	
26	Sis in the Well	

Reading Practice Chart
Set 1 Books 1-26



Name _____

Book	Title	Date
1	I See Sam	
2	Sam	
3	See Sam	
4	See Me	
5	Mat	
6	See Mat	
7	Meet Mit	
8	See It	
9	Sit on It	
10	Sis	
11	Sam Sat	
12	It Is Ann	
13	Ann and Nan	
14	Nan and the Man	
15	Sam Is Mad	
16	Sid	
17	We Will See	
18	Sid and the Mess	
19	Sis in a Mess	
20	Nat Sits	
21	Nat	
22	Mat in the Sun	
23	Run, Feet, Run	
24	Who Am I?	
25	Nell and Ed	
26	Sis in the Well	

Looking Back Score Sheet
Set 1 Books 1-26

Name _____

Set 1 Books 22-26

Date _____

1. Who runs in the sun?
2. Yes, feet fit well in that.
3. What did Ed sit on?
4. Run with us, Nell!
5. Let them meet Sid and Nat.
6. Am I with the fun man?

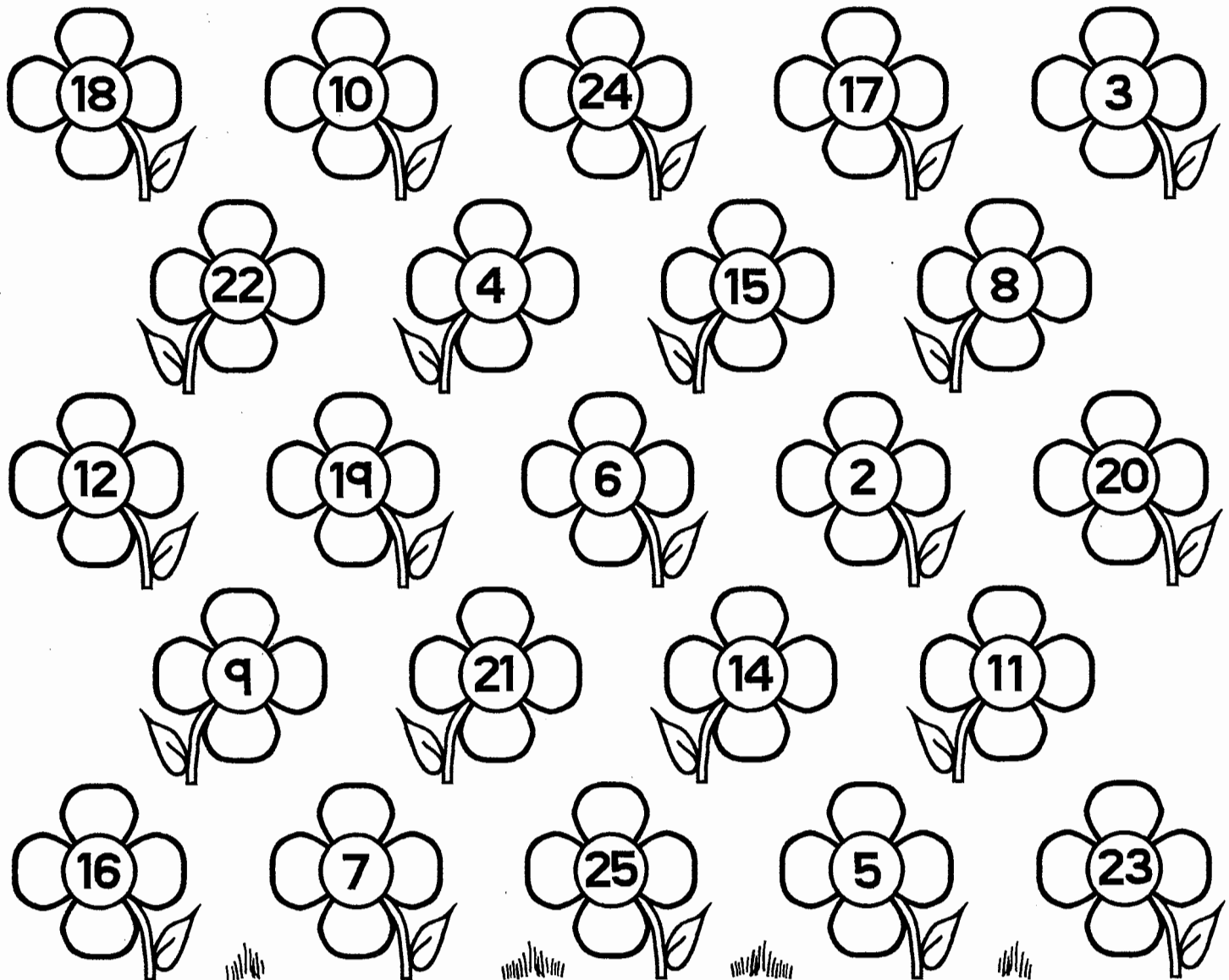
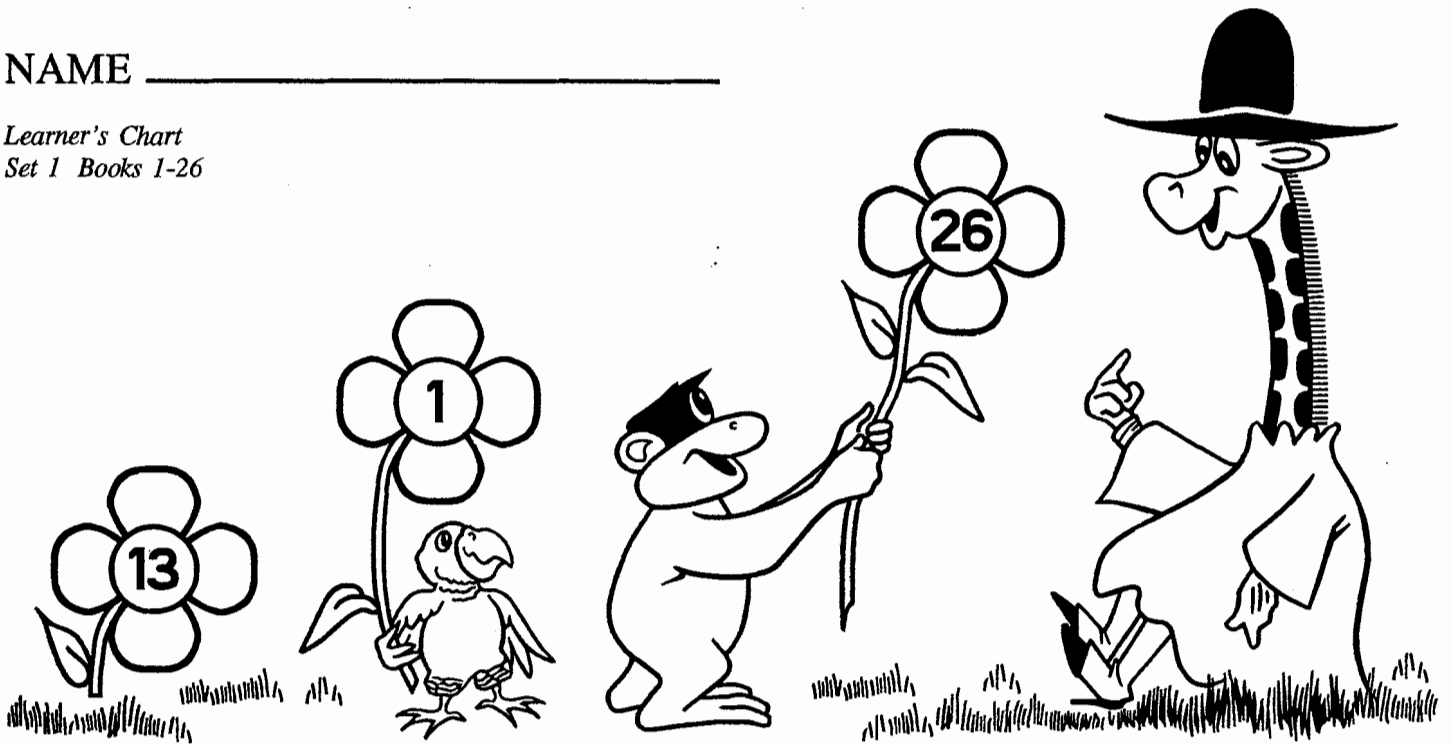
Mistakes allowed to pass: 3

Mistakes _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 1 Books 1-26



Certificate of Success

Presented to

Name

For successfully reading all of the books in

Set 1

of

Reading for All Learners

Date

Signature



Certificate of Success

Presented to

Name

For successfully reading all of the books in

Set 1

of

Reading for All Learners

Date

Signature



Reading for All Learners

Instructional
Resource
Materials

Set 2

No, let the sheets fill with sand!

Sell the mud if it feels wet.

That fat rat is not sad!

He set a fish on the net.

Then Mat ran to the hills with nuts.

Was a fan with the weed hats?

Bat the ball into his hands.

Who met all the bad men?

“Hit this bell and win a wish,” said Bill.

Sam has also had a bus.

Ben hid ants in that bed!

Pre/Post Assessment Score Sheet
Set 2 Books 1-26

Name _____

Date _____

No, let the sheets fill with sand!
Sell the mud if it feels wet.
That fat rat is not sad!
He set a fish on the net.
Then Mat ran to the hills with nuts.
Was a fan with the weed hats?
Bat the ball into his hands.
Who met all the bad men?
“Hit this bell and win a wish,” said Bill.
Sam has also had a bus.
Ben hid ants in that bed!

Mistakes: _____

Mastery Requirement: Read all sentences with no more than 7 mistakes.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 1.

If yes, administer Pre/Post Assessment Set 3.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 2 Books 1-26



Name _____

Book	Title	Date
1	Ann is Sad	
2	Ed and the Street	
3	Mat Did It	
4	The Shell	
5	Sell the Shell	
6	The Hat	
7	Mat in the Hat	
8	See Them	
9	Mit Is Wet	
10	Mat and the Nut	
11	Will We Win?	
12	Mat the Rat	
13	The Seed	
14	Mit and the Weed	
15	Was It Wet?	
16	Fun With the Sheet	
17	The Men	
18	The Bad Men	
19	Mat at Bat	
20	The Bat Rat	
21	Mat is Wet	
22	The Fun Fish	
23	The Bus	
24	Ben the Ant	
25	The Bee	
26	The Ant and the Bee	

Reading Practice Chart
Set 2 Books 1-26



Name _____

Book	Title	Date
1	Ann is Sad	
2	Ed and the Street	
3	Mat Did It	
4	The Shell	
5	Sell the Shell	
6	The Hat	
7	Mat in the Hat	
8	See Them	
9	Mit Is Wet	
10	Mat and the Nut	
11	Will We Win?	
12	Mat the Rat	
13	The Seed	
14	Mit and the Weed	
15	Was It Wet?	
16	Fun With the Sheet	
17	The Men	
18	The Bad Men	
19	Mat at Bat	
20	The Bat Rat	
21	Mat is Wet	
22	The Fun Fish	
23	The Bus	
24	Ben the Ant	
25	The Bee	
26	The Ant and the Bee	

Looking Back Score Sheet
Set 2 Books 1-26

Name _____

Set 2 Books 22-26

Date _____

1. "Sell that bus!" said Ben.
2. The bee fell, but not the ant.
3. This bed has no sheet on it.
4. Then the ants hid the bell.
5. Yes, Bill had to run!

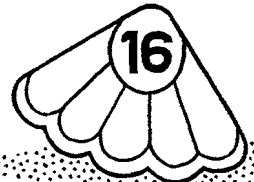
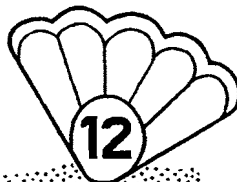
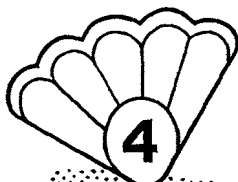
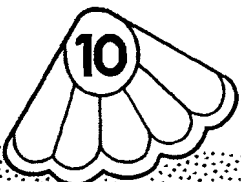
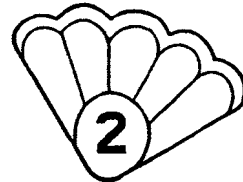
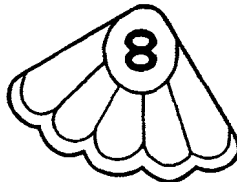
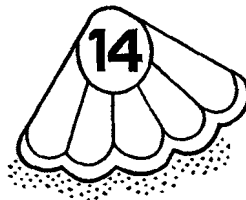
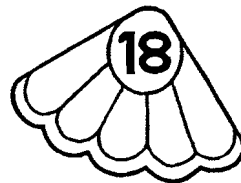
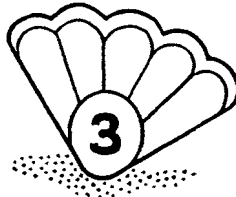
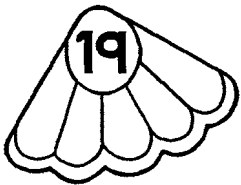
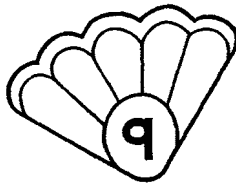
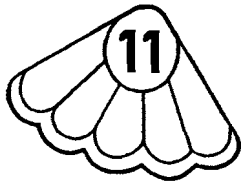
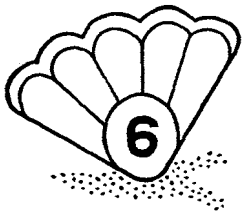
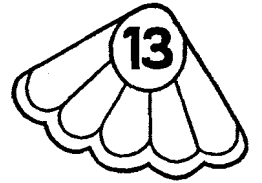
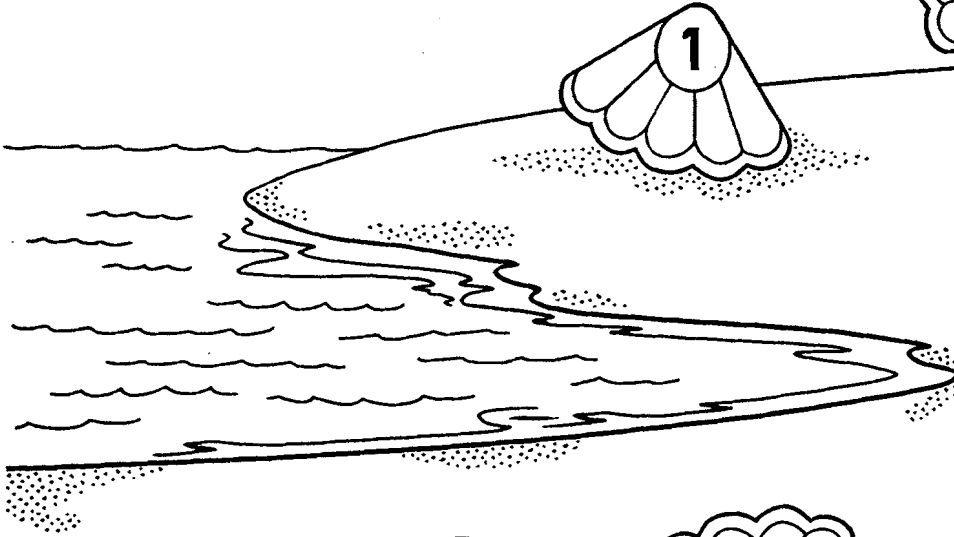
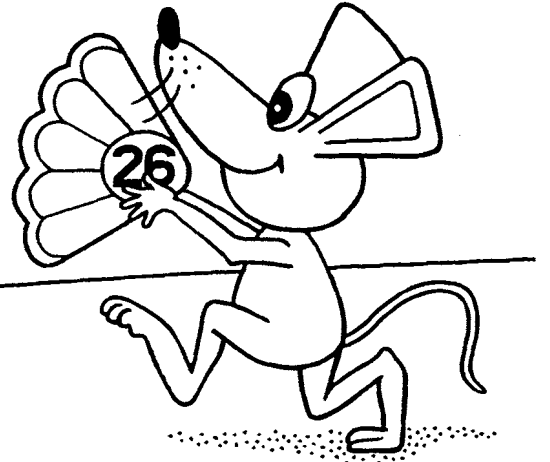
Mistakes allowed to pass: 3

Mistakes _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 2 Books 1-26



Certificate of Success

Presented to

Name

For successfully reading all of the books in
Set 2
of
Reading for All Learners

Date

Signature



Certificate of Success

Presented to

Name

For successfully reading all of the books in
Set 2
of
Reading for All Learners

Date

Signature



Reading for All Learners

Instructional
Resource
Materials

Set 3

I'll go help her!

She must get that drum.

Let's play here on the path.

Dash stops to see the tree.

Are you out of the den?

We'll swim from his ship.

Tip can keep this mask.

Now that Ruff went, I'm glad.

Put wet rocks down in the grass.

He yells, "I want to jump next."

Pre/Post Assessment Score Sheet
Set 3 Books 1-21

Name _____

Date _____

I'll go help her!
She must get that drum.
Let's play here on the path.
Dash stops to see the tree.
Are you out of the den?
We'll swim from his ship.
Tip can keep this mask.
Now that Ruff went, I'm glad.
Put wet rocks down in the grass.
He yells, "I want to jump next."

Mistakes: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 2.

If yes, administer Pre/Post Assessment Set 4.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 3 Books 1-21



Name _____

Book	Title	Date
1	In the Mud	
2	In a Tub	
3	Up We Go	
4	A Trip	
5	The Pond	
6	In the Tent	
7	The Ship	
8	Up the Path	
9	Bud and the Tree	
10	Smash It	
11	Ruff	
12	To the Den	
13	The Mask	
14	Swim With Us	
15	To Camp	
16	A Trip in a Ship	
17	A Trick on Ruff	
18	Rocks	
19	Dash Has Fun	
20	Not Yet, Tip	
21	Tip Plays a Trick	

Reading Practice Chart
Set 3 Books 1-21



Name _____

Book	Title	Date
1	In the Mud	
2	In a Tub	
3	Up We Go	
4	A Trip	
5	The Pond	
6	In the Tent	
7	The Ship	
8	Up the Path	
9	Bud and the Tree	
10	Smash It	
11	Ruff	
12	To the Den	
13	The Mask	
14	Swim With Us	
15	To Camp	
16	A Trip in a Ship	
17	A Trick on Ruff	
18	Rocks	
19	Dash Has Fun	
20	Not Yet, Tip	
21	Tip Plays a Trick	

NAME _____

Learner's Chart
Set 3 Books 1-21



Certificate of Success

Presented to

Name

For successfully reading all of the books in
Set 3
of
Reading for All Learners

Date



Signature



Certificate of Success

Presented to

Name

For successfully reading all of the books in
Set 3
of
Reading for All Learners

Date



Signature



Reading for All Learners

Instructional
Resource
Materials

Set 4

He's stuck playing with a sack.

Kim can't bend to pick up this ham.

They asked Vic to lock the bank.

She's sitting by her long fishing stick.

Carlos slid and landed on the man's ring.

Pam smashed the ship when sailing in the cave.

Bring Meg's pan from the fire!

Is Hank helping Kate hide the boxes?

Ugo hopped to the shop making more dust.

Pip fixed a hole in his freezing nest.

Are huge waves flying in the dark sky?

Liz raced to that place and started to hike.

Jane will have to mark the third curb with corn.

“Try jumping in the lake,” barked Sport.

Pre/Post Assessment Score Sheet

Version A: Assessment for accuracy in decoding

Set 4 Books 1-14

Name _____

Date _____

He's stuck playing with a sack.

Kim can't bend to pick up this ham.

They asked Vic to lock the bank.

She's sitting by her long fishing stick.

Carlos slid and landed on the man's ring.

Pam smashed the ship when sailing in the cave.

Bring Meg's pan from the fire!

Is Hank helping Kate hide the boxes?

Ugo hopped to the shop making more dust.

Pip fixed a hole in his freezing nest.

Are huge waves flying in the dark sky?

Liz raced to that place and started to hike.

Jane will have to mark the third curb with corn.

“Try jumping in the lake,” barked Sport.

Mistakes: _____

Mastery Requirement: Read all sentences with no more than 4 mistakes.

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 3.

If yes, administer Pre/Post Assessment Set 5.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

The bird did not want the seeds.

“I think it needs a bug,” said Vic. “Get a bug for it.” He started to dig.

“I’ll help you get a bug,” said Jack. “The bird can rest in its box.”

He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.

“The bird is getting out,” yelled Vic. “It is flying out of the box. It’s not hurt now!”

“Turn back to the box, bird,” yelled Jack. The bird did not turn back. It was flying to its nest in the tree.

Pre/Post Assessment Score Sheet

Version B: Assessment for accuracy, fluency, and reading with expression.

Set 4 Books 1-14

Name _____

Date _____

The bird did not want the seeds.

“I think it needs a bug,” said Vic. “Get a bug for it.” He started to dig.

“I’ll help you get a bug,” said Jack. “The bird can rest in its box.”

He placed the box on the grass. Then he helped Vic dig in the dirt. Then Sport barked and barked.

“The bird is getting out,” yelled Vic. “It is flying out of the box. It’s not hurt now!”

“Turn back to the box, bird,” yelled Jack. The bird did not turn back. It was flying to its nest in the tree.

Mistakes: _____

Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 100 seconds (60 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 3.

If yes, administer Pre/Post Assessment Set 5.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 4 Books 1-14



Name _____

Book	Title	Date
1	Lids and Logs	
	The Box Trick	
	Meg and the Pond	
2	Cans and Drums	
	Jack Gets Stuck	
	Wink Naps	
3	Pits and Wells	
	The Trunk in the Well	
	Lil Helps Tom	
4	Shells and Rocks	
	The Shell	
	Thanks to Bess	
5	Trunks and Things	
	The Ducks Go Camping	
	The King's Ring	
6	Songs and Sticks	
	The Long Song	
	The King's Pond	
7	Caves and Camps	
	The Box Cave	
	The Wisher	

Book	Title	Date
8	Fish and Fires	
	Wink and the Fish	
	The Smoke in the Hole	
9	Pipes and Mules	
	The Cracked Pipe	
	Ugo the Mule	
10	Spells and Space	
	The King's Wish	
	The Best Page	
11	Mice and Ice	
	The Mice Race	
	The Flying Fish	
12	Faces and Storms	
	The Face in the Trees	
	The Horn	
13	Paths and Places	
	The Path to the Fort	
	A Note for the King	
14	Birds and Bikes	
	The Bird's Turn	
	Jake's Luck	

<p>Set 4 Book 1 Date _____</p> <p>She can not see Buck. “Buck must be in there. I’ll yell to him,” said Bess. “Buck, are you in there?” Bess yells. Bess keeps yelling, “Buck! Buck!” She can not see him. “Tom is playing a trick,” said Bess. “Tom is in the den. Buck must be in the den also. He must be in the box. I’ll help Buck. I’ll help him get out. I’ll trick Tom.” Bess puts rocks in a sack. She runs to the den. “I need a box with a lid,” she yells to Tom. “I want to put this ham in the box.”</p> <p><small>To pass: First, read the passage with no more than 3 mistakes. (97% accuracy) Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM). Mistakes: _____ Time: _____ Mastery Requirement met? YES NO</small></p>	<p>Set 4 Book 2 Date _____</p> <ol style="list-style-type: none"> 1. “Keep playing tricks on Jill,” said Tom. 2. Mom said, “I think he’s going to fix the box.” 3. Buck yells, “Bess, they can’t pick up the trunk!” 4. Did Jed bend to slam the lid? 5. Kim spots a sack stuck in the sink. 6. “Meg wants to jump if Russ jumps,” said Jack. 7. Dad keeps yelling, “Let’s get the next ham!” <p><small>Mistakes allowed to pass: 4 Mistakes _____ Mastery Requirement met? YES NO</small></p>
<p>Set 4 Book 3 Date _____</p> <p>“Meg! Lil is getting up,” said Pat. “Lil must not see us with this trunk.” Meg and Pat are putting the trunk down the well. “Now Lil can’t see us with the trunk,” said Meg. “Her trunk has sunk in the well.” Lil gets up. She can’t see her trunk. All she sees are Meg and Pat. “Did you see a trunk with a belt on it?” asks Lil. “I need the trunk.” Lil is sad. Meg and Pat did not want Lil to be sad. “It’s all a trick, Lil. The trunk is sunk in the well,” Meg said.</p> <p><small>To pass: First, read the passage with no more than 3 mistakes. (97% accuracy) Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM). Mistakes: _____ Time: _____ Mastery Requirement met? YES NO</small></p>	<p>Set 4 Book 4 Date _____</p> <ol style="list-style-type: none"> 1. “She’s putting a lock on my bank,” said Ann. 2. Tom tells her the belt has sunk. 3. Who is getting needed rest napping in the trunk? 4. Bob yelled, “Vic just jumped and landed on a pin!” 5. Wink thinks she digs best by picking with a stick. 6. Beth asked if they wanted to go fishing and swimming. 7. The ten top ships are sinking. <p><small>Mistakes allowed to pass: 5 Mistakes _____ Mastery Requirement met? YES NO</small></p>

Set 4 Book 5 Date _____

“We’ll sail out on the pond,” said Meg.
“The man can’t get us.” Meg’s ship sailed out on the pond.

The man dashed to the bank. He yelled. He jumped up and down. Meg’s ship did not stop. Meg, Dan, and Ann are sitting on Meg’s ship. The ship is sailing on the pond.

“Let’s land the ship,” said Ann.
“We can camp next to the trees,” said Dan.

The ducks jumped to the bank. Meg helped put Dan’s tent and Ann’s trunk on the bank. Meg helped the ducks put up the tent. Then she helped with the trunk.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 4 Book 6 Date _____

1. Ana bent and picked up Meg’s ring.
2. He’ll crack the long mop with his strong hands.
3. Pam stopped singing the song when she spotted the ducks.
4. “The locked sailing ship is smashed,” said Dan.
5. Carlos rang the man’s bell and dashed.
6. Rosa was running to go shopping when she slid.
7. Rex said, “Thanks to the king who brings lots of things.”
8. Next she sang, played, and skipped.

Mistakes allowed to pass: 5

Mistakes _____ Mastery Requirement met? YES NO

Set 4 Book 7 Date _____

The Wisher sat down.
“It is getting late. It is time to rest,” said The Wisher. “Will you let me go in the tent?”

Kate wanted to stop her but Dot said, “Let The Wisher go. It is time for her to rest.”

The Wisher went in the tent.
“Let’s hide the drums,” said Kate. “The Wisher will take them from us.”

“No, we will not hide the drums,” said Dot. “The Wisher will not take them from us.”

The Wisher came out of the tent. “You must not hide things from me, Kate,” she said. “I am The Wisher!”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 4 Book 8 Date _____

1. Kate is helping Dot take boxes to the cave.
2. Hank’s spell made the shop safe from fire.
3. “Is she mopping and dusting at the same time?” asked Meg.
4. Bang! The string snapped and the dish fell with a crash.
5. Ann gave Bill thanks for packing her tin pan.
6. “Ben will hide my socks and make me late,” said Hank.
7. Jack was trapped in the cup when Kim came back.
8. She ate, played a game, and went on a ride.

Mistakes allowed to pass: 6

Mistakes _____ Mastery Requirement met? YES NO

Set 4 Book 9 Date _____

Mike went in the tent. Ugo the mule sat down next to it. Then a strong breeze came up.

“I’ll freeze in this breeze,” said Ugo. “I must get Mike to take me down from this hill.”

Ugo yelled to Mike. “Mike, there is a strong breeze on this hill. I’ll freeze. Let’s go back down.”

“Make a fire,” said Mike. “You will not freeze next to a fire.”

Ugo the mule made a fire. She bent down next to it. The strong breeze put out the fire.

“The fire is out. I will freeze from this breeze,” said Ugo.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM).
Mistakes: _____ Time: _____
Mastery Requirement met? YES NO

Set 4 Book 10 Date _____

1. “Fly home and tell Pip to slide more,” yelled Mat.
2. Mike’s truck popped sending smoke in the sky.
3. Ugo fixed the hole in the nest with rope.
4. The freezing mule was sent crashing to his side.
5. “Do try to hop like a duck,” Bob said.
6. The tired man woke and thanked Jan in a note.
7. The breeze broke the thing he was making with rags.
8. Her snoring rocked the pipe and cracked it.

Mistakes allowed to pass: 6
Mistakes _____ Mastery Requirement met? YES NO

Set 4 Book 11 Date _____

The Man of Ice jumped up. He went racing down the hill. “Get back here,” he yelled, “or I will give you a bad time.”

“I do not have to go back,” said Liz.

“Then I will send freezing waves to sink you,” said the Man of Ice.

Huge waves came crashing down. The shell rocked up and down.

“Help!” yelled Liz. “The shell is sinking.”

A big fish came swimming next to the shell. “I am a flying fish,” he said. “Do you need my help?”

“Yes, I do,” said Liz. “I have to get out of the waves.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM).
Mistakes: _____ Time: _____
Mastery Requirement met? YES NO

Set 4 Book 12 Date _____

1. Kim raced her car back to the track.
2. “Pick places in the park that have huge trees,” said Tam.
3. He was trying to use the stove in the dark.
4. Tad tripped on some rice in the yard.
5. “Will Liz give games or songs to Mike?” asked Tap.
6. The man poked twice at the sacks in the hiding space.
7. Flying mice got out of the cage.
8. The big waves stopped the page when he started to hike.

Mistakes allowed to pass: 6
Mistakes _____ Mastery Requirement met? YES NO

Set 4 Book 13

Date _____

Jane came to a steep hill. A storm came.
Ice fell from the sky. It fell on the hill.

“Go back or you will freeze,” said the
bird.

Jane did not go back.

“You are brave,” said the bird to the girl.

Then she came to the third bad place. It
was bad!

“For the third time I must ask you to go
back,” said the bird.

“I can’t,” the girl said. “Not yet! I must
get this note to the king.” The trees bent down to
get Jane. She slipped by them.

The king came out and met Jane.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 100 seconds (60 WPM).

Mistakes: _____

Time: _____

Mastery Requirement met? YES NO

Set 4 Book 14

Date _____

1. “Turn at the first mile mark by the fort,” said
Jane.

2. “Was Jack’s horn placed in the shade?” asked
the king.

3. A short girl wished hard for a dirt bike.

4. Sport barked at a bug jumping on the hot, steep
curb.

5. Try popping corn by a lake in the hills.

6. With hope and luck the sick bird will brave the
storm.

7. The third man’s shirt was torn when he was
hurt by a tack.

8. The ant rested and then did its part bending
grass.

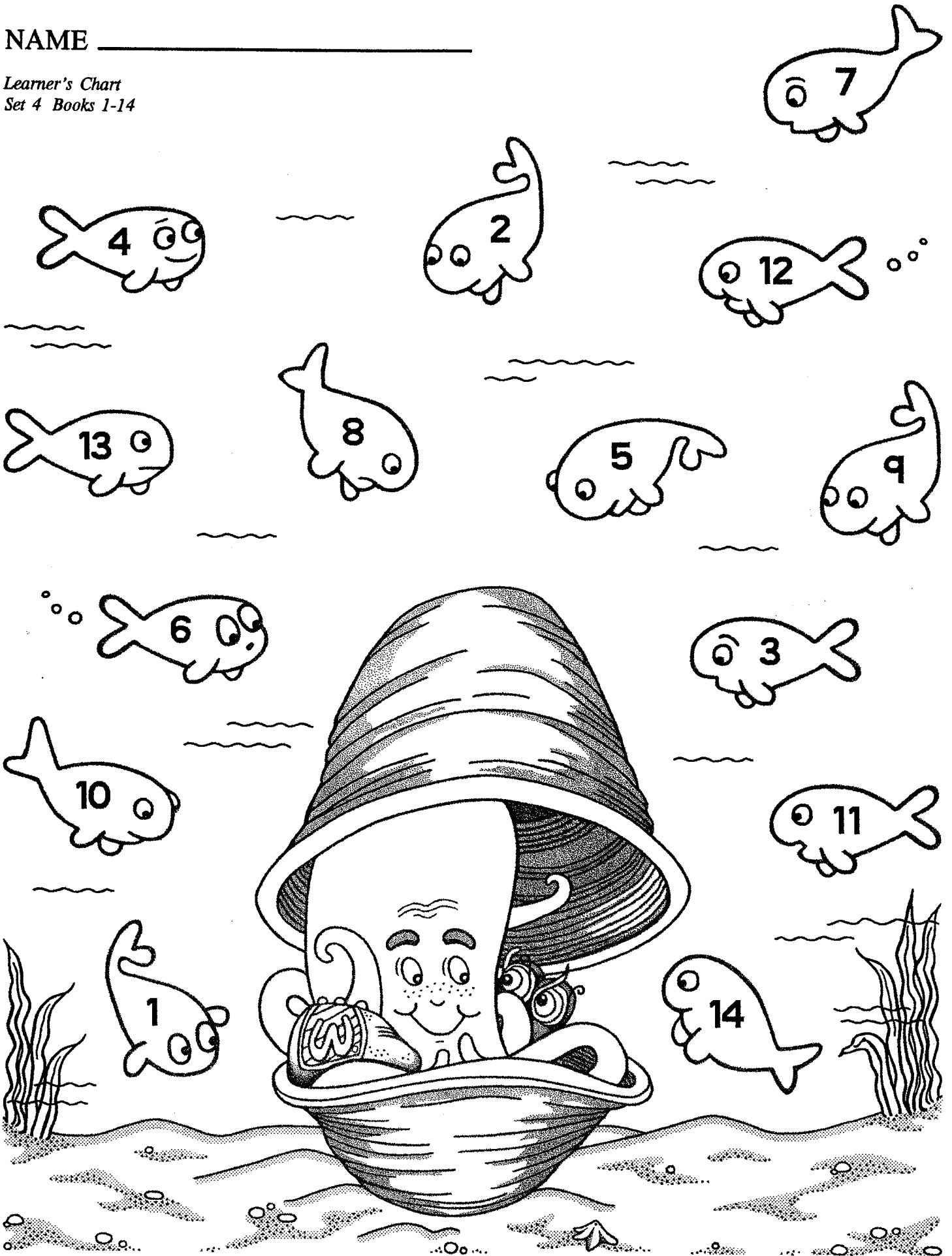
Mistakes allowed to pass: 6

Mistakes _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 4 Books 1-14



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Reading for All Learners

Instructional
Resource
Materials

Set 5

Ray looked down at the puzzle and said,
“You did that very quickly. I see a little story in
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She
picks one shiny pear and slowly eats it. It’s a
magic pear that lets her hear what the cows are
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small
girl by the tree. He’s wild and runs at her with
his horns down. She starts running too.

Pre/Post Assessment Score Sheet
Set 5 Books 1-14

Name _____

Date _____

Ray looked down at the puzzle and said,
“You did that very quickly. I see a little story in
it. Who wants to tell the story?”

“Let me be first!” said Rosa. “Then it can
be Ana’s turn.”

Rosa’s Story:

A child reaches into the tall pear tree. She
picks one shiny pear and slowly eats it. It’s a
magic pear that lets her hear what the cows are
saying.

Ana’s Story

A dusty old bull is nearby. He sees a small
girl by the tree. He’s wild and runs at her with
his horns down. She starts running too.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 80 seconds (75 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 4.

If yes, administer Pre/Post Assessment Set 6.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 5 Books 1-14



Name _____

Book	Title	Date
1	Wells and Wishes	
	The Wishing Horn	
	The Ant Jar	
2	Riders and Rocks	
	The Best Jumper	
	A Lot of Riders	
3	Storms and Stardust	
	The Shortcut	
	The Witch in the Tree Trunk	
4	Ducks and Ponds	
	The Best Man	
	The Duck	
5	Loggers and Lunches	
	The Logger and the Queen	
	The Hay Ride	
6	Cages and Jars	
	The Squeak	
	Moon in a Jar	
7	Carts and Cars	
	A Day at the Zoo	
	The Mad Beast of Ant Land	
7	Carts and Cars	
	Lost in the Snow: A Play	
	The First Snow!	

Book	Title	Date
8	Birds and Bowls	
	The Small, Small Man	
	Troll in the Treetop	
9	Beasts and Bears	
	Rosa's Goldfish	
	The Moon Queen	
10	Shirts and Sandwiches	
	The Gold Ball	
	The Teddy Bear	
11	Hats and Rags Race	
	Dusty Catches a Cold	
	Russ Fixes Lunch	
12	Clowns and Crowns	
	Who Wants Soup?	
	The Old Queen Who Went To Town	
13	Bulls and Bulldogs	
	The Big Snow	
	The Gold Thread	
14	Toys and Taffy	
	The Playful Bull	
	Bashful the Bulldog	
15	Puzzles and Purses	
	Giant's Play	
	Sticky Taffy	
16	Puzzles and Purses	
	Once Upon a Time	
	A Ride in a Bubble	
17	Puzzles and Purses	
	The Puzzle	
	It Must Be Magic	

Set 5 Books 1-2 Date _____

“I’ll gladly help you,” said the runner.
“I’m sick,” said the girl sadly. “I must get to the king.”
“Get in,” said the runner. Down the path he went with the cart and his riders.
The runner helped all he met on his trip. By and by the cart had ten riders. “I can hardly run,” said the runner sadly. “But I must go on. All the riders in the cart need to see the king.”
In time the runner came to the shops by the king’s home. All the shoppers came out to see the cart and its ten riders.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).
Mistakes: _____ Time: _____
Mastery Requirement met? YES NO

Set 5 Books 3-4 Date _____

Carlos put lots of sticky ketchup on his sandwich. Then he ran back outside. He jumped on the bench and landed hard. The bench cracked. Carlos fell with a crash!
Ana and Rosa ran to help.
“Do not sit up, Carlos. Just rest there,” Ana said. “Run inside and get help, Rosa. I’ll sit with him.”
“I’m not hurt. I’m just upset,” said Carlos. He wanted to get up. “Keep still!” said Ana. “You have a badly cut chin.”
“My chin!” said Carlos. He was upset. “I hope it’s not a bad cut.”
Carlos patted his chin and said, “My chin is sticky but I’m not hurt. I have ketchup on my chin.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).
Mistakes: _____ Time: _____
Mastery Requirement met? YES NO

Set 5 Books 5-6 Date _____

Then they went to the seal’s pool.
The seal was swimming in the pool. Bob set the lunch sack on a rock. The sack slipped. The sandwich fell down by the pool.
“My sandwich fell!” yelled Bob. “I’ll reach down and try to get it.”
“Leave it there,” said Vic. “Why do you want a dirty sandwich?”
Bob did not hear Vic. He bent down to get the sandwich. While he was reaching down, the seal came swimming by and made a quick turn.
“Get out of the way!” yelled Vic.
It was too late. Bob was all wet.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).
Mistakes: _____ Time: _____
Mastery Requirement met? YES NO

Set 5 Books 7-8 Date _____

“I hope I can sell all my tin there,” she said. “All I have is this bag of tin, and I can’t eat tin.”
On she went sadly. She came to the old troll’s tree.
The troll spotted the poor girl and told her to stop. Then he asked,
*“What is hotter than hot,
Colder than cold?
Tell what it is,
Or give me your gold!”*
When the poor girl did not say, the troll jumped down from his tree. He started to take the girl’s bag.
“I am poor,” the girl told the troll. “I have no gold.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).
Mistakes: _____ Time: _____
Mastery Requirement met? YES NO

Set 5 Books 9-10

Date _____

An old man woke to find a glowing thing near the foot of his bed. He sat up and took a good look at it. Then the thing sneezed.

“What are you doing at the foot of my bed?” the man called out.

“I’m Dusty,” it said.

The glowing thing did not tell him what it was doing there. It just picked up the man’s bedspread and shook it up and down.

The old man did not want to stay in the room with the glowing thing. He quickly took the bedspread from the thing. He shook it up and down.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 5 Books 11-12

Date _____

The king and queen quickly set out to find Nothing.

They followed the gold thread down the path and into the trees. They walked for a long time. At last they came to the troll’s den.

A pot of soup was outside the troll’s den. The king and queen did not see the troll. The king gave the queen a bowl of soup. He sat down with her. Just as the queen started to eat, the troll came out.

“Give me my soup!” growled the troll.

“What will you give me for it?” asked the queen.

“Nothing,” said the troll.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 5 Books 13-14

Date _____

Wild beasts of all kinds were soon coming to the child’s camp. They yelled and screamed. They sneezed, quacked, barked, and growled. They did this so much that the child did not sleep a wink.

“This is too much!” said the child. “I can’t sleep! The beasts in this jungle are not very gentle. I must find a way to get out of here.”

Once more the child pulled off the top of the magic bottle. Out came the magic bubble. The bubble dipped down and the child hopped in. Up, up they went, far from the beasts and the jungle.

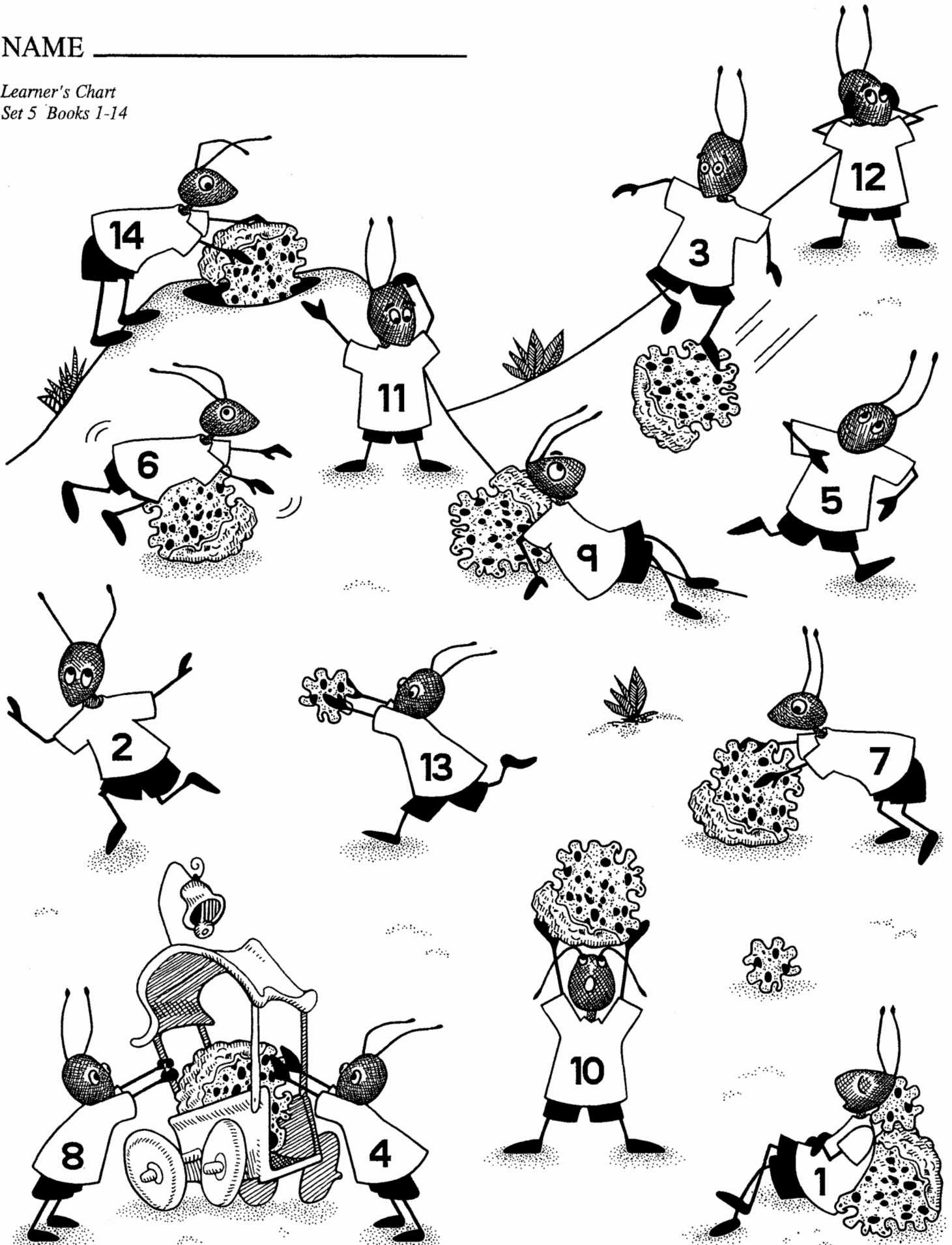
To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 80 seconds (75 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 5 Books 1-14



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Reading for All Learners

Instructional
Resource
Materials

Set 6

Lucy looked at the photo of Baby Face with a worried frown. “Look at this picture, Cliff!” Lucy said. “Doesn’t it look like someone we know?”

“You’re right, Lucy,” answered Cliff.

“I think it looks like that strange man who lives next door,” said Lucy, looking toward the window.

“Hasn’t he been gone for a while?” asked Cliff.

“Yes,” said Lucy, “but he just came back to town.”

Cliff looked again at the photo in the newspaper. “Does that man have an ugly scar like the man in this picture?” asked Cliff.

“He didn’t when I saw him last,” Lucy said.

Pre/Post Assessment Score Sheet
Set 6 Books 1-14

Name _____

Date _____

Lucy looked at the photo of Baby Face with a worried frown. “Look at this picture, Cliff!” Lucy said. “Doesn’t it look like someone we know?”

“You’re right, Lucy,” answered Cliff.

“I think it looks like that strange man who lives next door,” said Lucy, looking toward the window.

“Hasn’t he been gone for a while?” asked Cliff.

“Yes,” said Lucy, “but he just came back to town.”

Cliff looked again at the photo in the newspaper.

“Does that man have an ugly scar like the man in this picture?” asked Cliff.

“He didn’t when I saw him last,” Lucy said.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 65 seconds (90 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 5.

If yes, administer Pre/Post Assessment Set 7.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 6 Books 1-14



Name _____

Book	Title	Date
1	Saddles and Spaceships	
	The Wild Ride	
	The Day the Forest Shook	
	Bedtime Story	
2	Balloons and Bandits	
	Wet Gold	
	A Scream in the Dark	
	The Bandit Bird	
3	Goats and Gold	
	Just One Wish	
	Gail's Horse	
	The Castle Hill Holdup	
4	Pears and Planes	
	When Nothing Worked	
	Sour Pears	
	The Lawn Mower	
5	Banks and Boats	
	The Blue Fence	
	Dusty and Lew	
	Mark's Boat	
6	Potions and Pictures	
	The Bank Safe	
	Eric Plays Sick	
	The Bashful Lamb	
7	Watches and Rings	
	The Witch's Potion	
	The Blue Creature	
	In the Middle of the Fudge	
8	Dogs and Dust	
	Willy the Walrus	
	Trapped!	
	A Knock at the Window: A Play	

Book	Title	Date
8	Dogs and Dust	
	The Dog Show	
	Quick Thinking	
	Pony on the Stairs	
9	Canyons and Creatures	
	The Brown Hill Fair	
	Tiny the Tiger	
	The Wildest Beast	
10	Feathers and Fudge	
	Bluebird Canyon	
	The Candy Path	
	Rudolph's Feather	
11	Bottles and Bats	
	Miss Bowler	
	Doctors at Work! Part 1	
	Doctors at Work! Part 2	
12	Books and Bears	
	Harold and the Toppers	
	Wonderman	
	Who Won?	
13	Pigs and Fleas	
	The Silver Spider	
	Carmen and her Wonder Chicken	
	The Ten-Headed Bear	
14	Scars and Screams	
	Monster in the Night	
	The King's Cook	
	Penny Pig of Pumpkin Park	
14	Scars and Screams	
	Patty and the Dancing Flea	
	The Man Next Door	
	The Funniest Storyteller	
14	Scars and Screams	
	First Day at Camp	
14	Scars and Screams	
	Witch Wheeler's Wild Ride	

Set 6 Books 1-2 Date _____

“Did you hear that squeak?” asked Ana. “Maybe it was a goblin.”

“I want to get to the bottom of this madness,” said Rosa.

“You go on,” said Ana, “and I’ll wait here. Yell for help if you need me.”

Rosa went up the stairs.

All of a sudden Rosa saw a witch sitting in the darkness.

“Have a seat little rabbit,” said the witch.

“Do not think of me as a bad person. I’m as full of goodness as a gentle kitten. Let me tell you what I see in my magic ball.”

Rosa sat down next to the witch.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds (90 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 6 Books 3-4 Date _____

Thunder shook Roy’s home and rain rattled the windows. It made the tin man shake. It made the can of oil next to the tin man fall on its side. The tin man was quickly covered with oil. The rest of the oil fell onto the stove. The stove was still hot and a small fire started. The oil that covered the tin man was just what he needed to get his voice back. First, the tin man squeaked. Then slowly he started to sing. As the oil worked its way into the tin man, his singing got louder and louder.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds (90 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 6 Books 5-6 Date _____

Patsy put the new light in the creature’s head. In no time at all, the creature’s head was glowing twice as much as it had before.

“Thank you for your help,” said the creature.

“I was glad to help,” said Patsy. “Now I must be on my way.”

Patsy said goodbye to the blue creature.

As soon as Patsy got home, she went to tell her friends about her adventure.

“I have just been on a wonderful adventure,” she told them. “I went into the future.”

“You did not,” said her friends. “No one can go into the future.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds (90 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 6 Books 7-8 Date _____

He could not stop eating. Soon he had eaten the final spoonful and emptied the bowl of gravy.

“This is by far the best food in the show,” said the man. “The one who made this gravy wins the gold rolling pin.” The tall man gave Carl the gold rolling pin.

A gray-haired woman from the newspaper took Carl’s picture. Carl stood next to his empty gravy bowl.

“I want to write a newspaper story about the gravy,” said the woman. “I wonder if you could tell me about your gravy?”

“My gravy is a lazy cook’s food,” Carl answered.

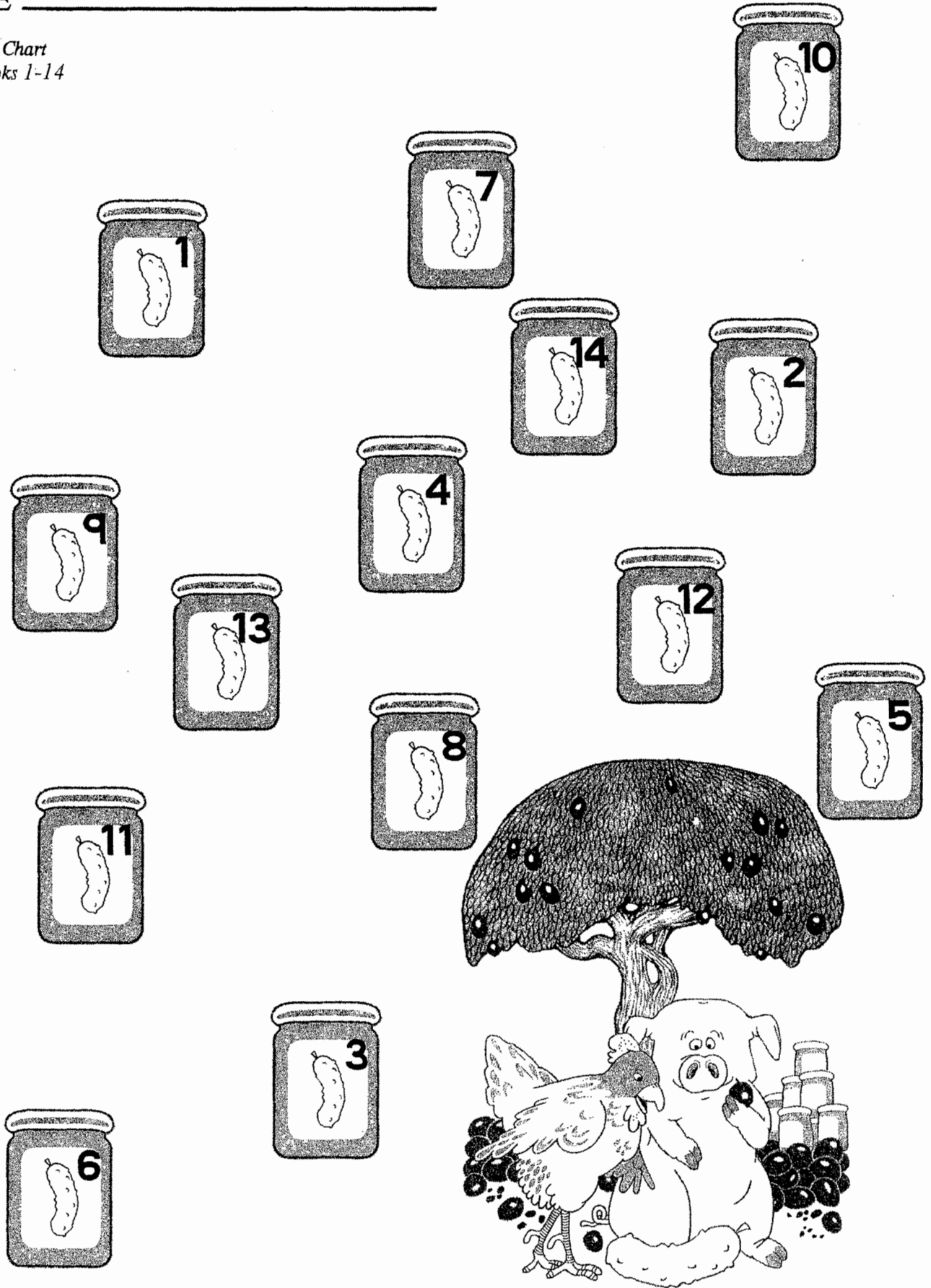
To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 65 seconds (90 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 6 Books 1-14



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Reading for All Learners

Instructional
Resource
Materials

Set 7

When the robbers returned to Mrs. Robintino's house, they jumped over the fence and walked straight toward the chicken coop. But in the dark they got all mixed up. They stopped at the shed door instead of the chicken coop door.

"This place is creepy at night," whispered the tall, thin man. "I have an awful feeling. I think the ghost must really live around here."

"Don't be silly," said the short, fat man.

Just as the robbers reached to open the door to the shed, they heard a loud crash. Suddenly the shed door was thrown open and out dashed Zero.

Pre/Post Assessment Score Sheet
Set 7 Books 1-12

Name _____

Date _____

When the robbers returned to Mrs. Robintino’s house, they jumped over the fence and walked straight toward the chicken coop. But in the dark they got all mixed up. They stopped at the shed door instead of the chicken coop door.

“This place is creepy at night,” whispered the tall, thin man. “I have an awful feeling. I think the ghost must really live around here.”

“Don’t be silly,” said the short, fat man.

Just as the robbers reached to open the door to the shed, they heard a loud crash. Suddenly the shed door was thrown open and out dashed Zero.

Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 55 seconds (110 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 6.

If yes, administer Pre/Post Assessment Set 8.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 7 Books 1-12



Name _____

Book	Title	Date
1	Foxes and Farms	
	Sun of Big Foot	
	Real Friendship	
	Do It Yourself!	
	The Queen's Soup	
2	Rivers and Races	
	The Big Basketball Game	
	Giant Bread	
	The Swamp Ball	
	The Champion	
3	Popsicles and Poems	
	The Hose Knows	
	A Jungle of Poems	
	A Clown in the Kitchen	
	Magic on the Merry-Go-Round Part 1	
4	Cartons and Clouds	
	Half Zebra and Half Mule	
	Storm over Stillwater Part 1	
	Storm over Stillwater Part 2	
	Birds in the Attic	
5	Pets and Plums	
	Camera! Action!	
	The One-Man Band	
	Wild Plums for Hanna	
	A Bark in the Dark	
6	Bracelets and Barbers	
	The Missing Bracelet Part 1	
	The Missing Bracelet Part 2	
	The Missing Bracelet Part 3	
	The Red-Haired Sailor	
	The Capetown Bulldogs	

Book	Title	Date
7	Watchdogs and Waves	
	Carla Peppercorn	
	The Wonderful Glasses	
	Old Growler	
	The Upside-Down Boy	
8	Camels and Colors	
	The Gentle Ghost of Foxtail Forest	
	Sherman's Famous Potion	
	On the Way Across Town	
	Colors in the Rain	
9	Carnivals and Closets	
	A Thirsty Day in Stover's Well	
	The Graveyard of Ships	
	Dean and Angelo	
	The Thread Maker	
10	Freckles and Forests	
	A Night for Ghosts	
	The Acrobat	
	Mean Mr. Bean	
	Michiko and the Dragon	
11	Sheriffs and Showers	
	The Spot On Betsy's Nose	
	That Wally!	
	The Flour Ghost	
	The Underground Robber	
12	Sawfish and Snow	
	Who Would Miss the Plumber?	
	The Sheriff of Rattlesnake Bend	
	The Surprise Couch: A Play Part 1	
	The Surprise Couch: A Play Part 2	
	Sawfish and Snow	
	High Above Peach Street	
	A Very Important Day	
	The Wrong Turn	
	Miss Ivy's Boarding House	
	The Rusty Fish	

Set 7 Books 1-2 Date _____

A tall man walked over to Jaxson and handed him a small box. Jaxson opened the box and found a gold award inside.

“We know what you did at the race, Champion,” the man said. “We wanted you to know that we’re glad you helped that little boy. Helping him was much more important than winning the race.”

Jaxson looked around at the crowd and smiled. Then he looked down at the gold award. Across the bottom of the award it read, “You’re still The Champion to us!”

As Jaxson climbed into the taxi, people in the crowd whistled and shouted.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds (110 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 7 Books 3-4 Date _____

Loren tied on the lion mask and picked up the old silver trumpet. She moved back to the old sofa where she could hear Maggy still reading from the notebook.

“I crossed the old stone bridge,” read Maggy. “Suddenly a terrible noise came from the darkness!”

Loren slowly walked up behind Maggy but Maggy didn’t stop reading. She turned a page and started again.

“I stopped still in my tracks,” she read. “I knew the end was near.”

Loren gave the trumpet a long, hard blow. Maggy jumped so high she nearly hit the roof. Notebook and feathers were flying everywhere.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds (110 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 7 Books 5-6 Date _____

“I need a haircut right now,” said Dillon as he took a chair.

“I’ll be right with you,” the barber said.

The barber turned the television so that he could watch it while he cut Dillon’s hair.

“How can you watch TV and cut someone’s hair at the same time?” Dillon asked. “Isn’t that a little dangerous?”

“Don’t worry about a thing,” said the barber, taking out his razor. “I do it all the time.” At first the barber was very careful, but soon he was paying more attention to the game on the television than to Dillon’s hair.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds (110 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 7 Books 7-8 Date _____

“Help!” the boy screamed. “A mean, creepy, terrible, tough, scary ghost is after me.”

The boy’s screams echoed in the darkness. Right behind him came Butterball.

“Don’t ever come back to Foxtail Forest again!” shouted Butterball as he watched the boy run out of the forest.

Butterball turned around and saw the other ghosts watching him.

“Wow!” said Bouncer. “You really took care of him.”

“I’ve never heard anyone yell like that,” Flake said. “He must have been very scared.”

“Did you see how fast he ran?” said another ghost. “I’ll bet he won’t stop running until he gets to town.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds (110 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 7 Book 9-10

Date _____

Weeks went by but nothing changed at the restaurant. Mr. Innocenti was still making his thick dumplings with brown gravy. Fewer and fewer people were coming by to eat. One day there was only one person sitting in the restaurant for lunch, an inventor named Dr. Lois Banks.

Dr. Banks asked for some dumplings with brown gravy. After Mr. Innocenti set them down on the table, Dr. Banks bit into one of the dumplings.

It didn't take long before she pushed the plate away.

"Mr. Innocenti, this food is terrible!" she said.

"I don't doubt it," said Mr. Innocenti.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds (110 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

Set 7 Book 11-12

Date _____

The sawfish quickly ducked back under the water. The wrecking truck was close to the rocks when the sawfish finally cut through the rope. Gill pushed off and began to float slowly out to sea.

The men from the wrecking yard stopped the truck next to the rocks. They jumped out of the truck and ran up to the edge of the water.

"There goes the submarine," said one of the men. "We'll never be able to get it now."

"I'm glad that submarine is gone," the other man said. "It was too rusty. I doubt its metal was any good."

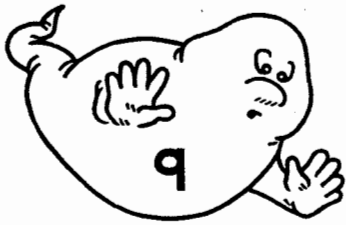
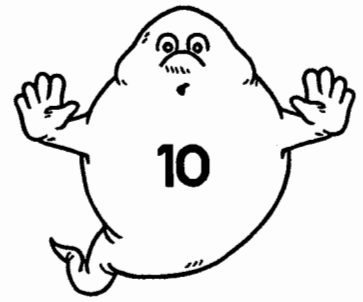
To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
Then read the passage with no more than 3 mistakes within 55 seconds (110 WPM).

Mistakes: _____ Time: _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 7 Books 1-12



Certificate of Success

Presented to

_____ *Name*

For successfully reading all of the books in
Set 7
of
Reading for All Learners

_____ *Date*

_____ *Signature*



Certificate of Success

Presented to

_____ *Name*

For successfully reading all of the books in
Set 7
of
Reading for All Learners

_____ *Date*

_____ *Signature*



Reading for All Learners

Instructional
Resource
Materials

Set 8

“It looks as if your horse-drawn wagon can drive around our neighborhood after all,” said Officer Ryan. “Everyone heard how Peaches had carried Dr. Clark through that bad traffic jam. They decided that horses can stay on city streets because they really aren’t the ones causing all the traffic problems. It was decided that the new rule would not be fair.”

Tyler was so excited that he ran to Peaches, patted her shiny nose, and handed her two lumps of sugar. This time Mr. Jones was not upset.

“Give Peaches an extra one for me,” he said with a smile.

Pre/Post Assessment Score Sheet
Set 8 Books 1-10

Name _____

Date _____

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Mistakes: _____ Time: _____

Mastery Requirement: Read all sentences with no more than **3** mistakes (97% accuracy) within 50 seconds (120 WPM).

Mastery Requirement met? YES NO

If no, administer Pre/Post Assessment Set 7.

If yes, begin with Fluency Builders Book 1: The Bracelet Mystery.

NOTE: Student placement is recommended starting with the set immediately following the highest Pre/Post Assessment mastered by the student.

Reading Practice Chart
Set 8 Books 1-10



Name _____

Book	Title	Date
1	Smiles and Surprises	
	Always the Same Thing	
	The Black Hill Bandits	
	Too Many Smiles	
	Some Lizard!	
	Doctor Horncastle's Surprise	
2	Laughs and Landings	
	It Happened on First Street	
	Lunch with a Laugh Part 1	
	Lunch with a Laugh Part 2	
	The Sticky Landing	
	Blue Lips, Purple Face	
3	Diets and Diamonds	
	The Boy Who Overdid Everything	
	Nothing Was Saved	
	I'm Your Aunt Polly!	
	The Diamond Wasn't Real	
	The Magic Cowboy Suit	
4	Tracks and Trails	
	The Missing Ring	
	A Rock on the Tracks	
	The Little Sheriff	
	The Runaway Puppy	
	A Gift for the King	
5	Barrels and Blimps	
	The Detectives	
	A Pickle in the Sky	
	Bulldogs and Tigers	
	Rivers Do What They Want	
	The Linda Sue	

Book	Title	Date
6	Beaches and Boulders	
	The Highest Note	
	The Cowardly Knight Part 1	
	The Cowardly Knight Part 2	
	The Tomato Pickers	
	There's No Place Like Home	
7	Captains and Canoes	
	Don't Believe Karen	
	Big Ben	
	The Spelling Lesson Part 1	
	The Spelling Lesson Part 2	
	Sailors of the Sea Breeze	
8	Beehives and Bones	
	Five Dollars Short	
	Artist at Work	
	The Plainfield Picnic	
	Fiddlesticks	
	The Crook and the Creek	
9	Pianos and Police	
	The Rainmaker	
	The Red Speck	
	Locks, Locks, Locks	
	Jones & Son	
	Maggie's House	
10	Fog and Fishermen	
	The Silver Dollar Trail	
	One Snowy Night	
	Fog Over the Bay	
	A Night on the Town	
	Big Blue	

Set 8 Books 1-2 Date _____

People in the crowd broke into shouts when they saw the acrobats.
 “I must get a picture of the crowd,” Shaun said to himself.
 Without thinking, Shaun jumped into the street. He turned his camera to the crowd and snapped a picture. He was so busy that he didn’t notice the big white horse coming straight toward him. Luckily Shaun’s father pulled him back to the curb just as the horse thundered by.
 “That’s enough!” said Shaun’s father angrily. “You’re going home right now!”
 As soon as Shaun and his parents reached home, Shaun’s father said, “I’m sorry, Shaun.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
 Then read the passage with no more than 3 mistakes within 50 seconds (120 WPM).
 Mistakes: _____ Time: _____
 Mastery Requirement met? YES NO

Set 8 Books 3-4 Date _____

“Goodness, you’ve gotten so big!” said the woman. Her face spread into a huge smile.
 “Pardon me,” said Kathy. “Do I know you?”
 “Do you know me!” shouted the woman, grabbing Kathy’s hand. “Pumpkin, I’m your Aunt Polly!”
 Before Kathy could say a word, the woman picked up her suitcase and pushed her way into the hall.
 “Goodness, this is a lovely house!” the woman exclaimed. “I may have to decorate it, but this house will suit me fine. I’m going to love living in Washington!”
 “Do you mean that you’re going to be living here in this house?” Kathy asked.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
 Then read the passage with no more than 3 mistakes within 50 seconds (120 WPM).
 Mistakes: _____ Time: _____
 Mastery Requirement met? YES NO

Set 8 Books 5-6 Date _____

“You’re going to have to be awfully fast to catch him,” said Jo. “He’s quite a sneaky thief.”
 “I’m quite sneaky myself,” Mac said.
 “When that crook puts his hand in my coat pocket, he’s going to find a lot more than a watch in there.”
 “You’re right! But the crook doesn’t know that,” Jo said with a laugh.
 “I want you to be ready to call the police as soon as we catch that crook,” said Mac.
 “You can count on me,” said Jo.
 When Jo and Mac got to the party, the house was already crowded with people.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
 Then read the passage with no more than 3 mistakes within 50 seconds (120 WPM).
 Mistakes: _____ Time: _____
 Mastery Requirement met? YES NO

Set 8 Books 7-8 Date _____

“She was angry with everyone for forgetting about the hot dogs and the corn. She wanted to know if she was still going to be able to eat a hot dog.”
 “I told her I didn’t know. We would just have to wait for the rain cloud to pass and hope the firewood wouldn’t get wet.”
 “That rain cloud came bearing down on our picnic like a runaway train. Lightning danced from the cloud to the fields. The thunder was so loud we had to put our fingers in our ears. It was easily the worst storm I’d ever seen.”

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)
 Then read the passage with no more than 3 mistakes within 50 seconds (120 WPM).
 Mistakes: _____ Time: _____
 Mastery Requirement met? YES NO

Set 8 Books 9-10

Date _____

Just then the neighborhood’s police officer, Pat Ryan, ran up to them.

“It doesn’t look like I’m going anywhere,” said Dr. Clark. “I can’t drive to Fifth Street and I’m too old to run.”

“I’m an expert on traffic jams,” said Officer Ryan. “I can tell you that this isn’t going to clear for another hour.”

“Another hour!” yelled Mrs. Hernandez. “You can’t wait that long, Dr. Clark. Seleena is having trouble catching her breath.”

Tyler knew that something had to be done quickly. No one seemed to be thinking clearly, and there was too much yelling and screaming going on.

To pass: First, read the passage with no more than 3 mistakes. (97% accuracy)

Then read the passage with no more than 3 mistakes within 50 seconds (120 WPM).

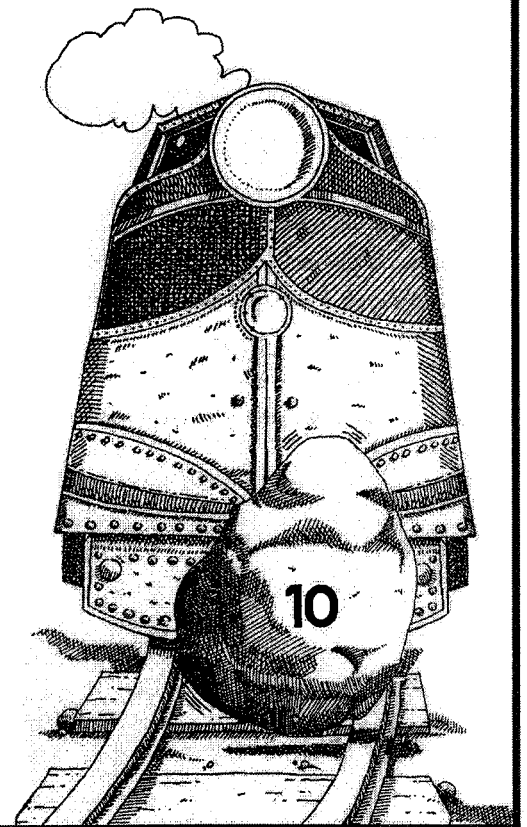
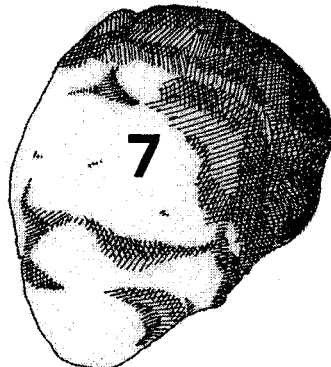
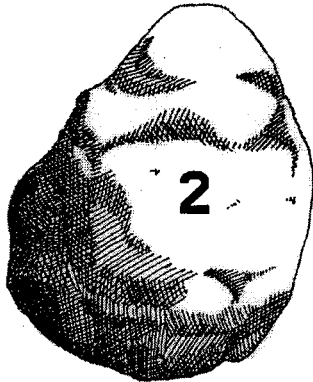
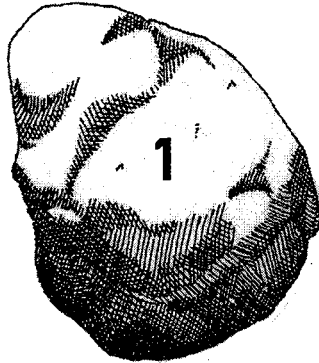
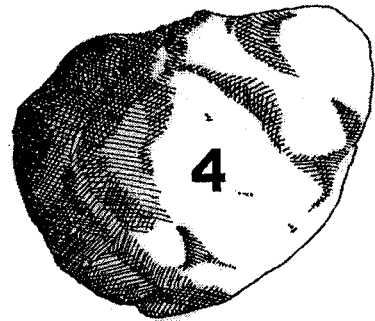
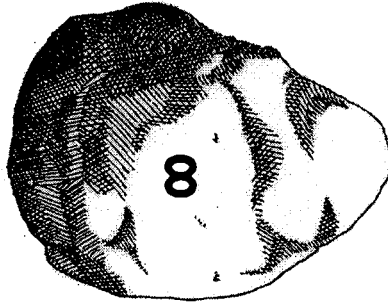
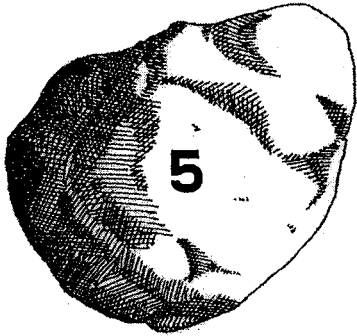
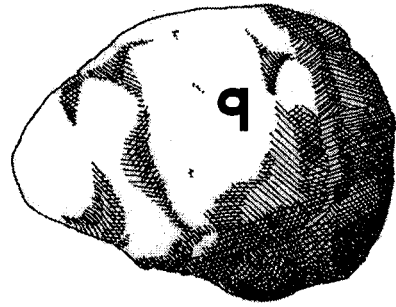
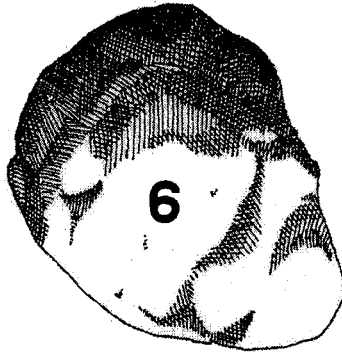
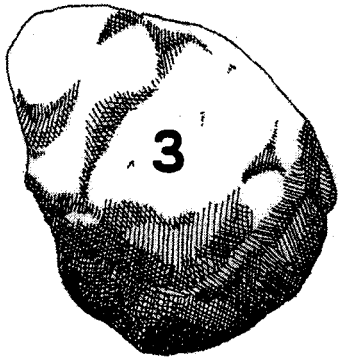
Mistakes: _____

Time: _____

Mastery Requirement met? YES NO

NAME _____

Learner's Chart
Set 8 Books 1-10



Certificate of Success

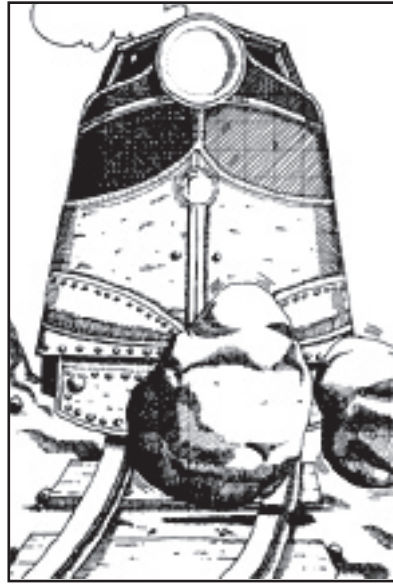
Presented to

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For successfully reading all of the books in
Set 8
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Date

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Certificate of Success

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