



Teacher Materials

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Introduction to Teacher Materials

These teacher materials have been created to suggest ideas for using Simon S.I.O with your students. We have included time-saving materials to go along with the Simon S.I.O. product. The teacher materials consist of the following sections:

Screening Tools

One of the first decisions you need to make is to determine at which level a student should begin using Simon S.I.O. We have provided a few ideas for screening students so you can choose the best level for their abilities.

Quick Activity Ideas

We have found through direct feedback from students, that the activities they enjoy most and are more likely to participate in are those which come in the form of games or involve competition. Because of this, we have provided several quick, fun ideas to use with students as they practice the skills they learn from Simon S.I.O.

Product-Integrated Lesson Plans

Many of the products produced by Don Johnston Incorporated can be used with each other to teach literacy skills. Included are lesson plans for integrating Simon S.I.O. with Write:OutLoud®, Co:Writer® 4000, Start-to-Finish® Books, BuildAbility® and Draft:Builder®. Specific learning styles are considered. Some of the lesson plans include a product template to use on the CD.

Assessment

Several ideas are included for assessing students' progress and determining whether Simon S.I.O is providing desired results. Detailed, time-saving checklists are provided.

Portfolio Support Materials

These include a checklist for portfolio items, a checklist for self-assessment, a page to track Words I Can Read This Week, and a chart to record Books I Have Read.

Flashcards for Simon S.I.O. Keywords

These flashcards can be used with several of the lesson plans and Quick Activity ideas. Simon S.I.O levels are printed on the bottom of each flashcard for quick reference.

Flashcards for Individual Sounds from Simon S.I.O

These flashcards separate the beginning word sounds from the ending word sounds (onset and rimes). For example, one flashcard has the letter “b” on it and another flashcard has the ending

sound “at” on it. Students can use these with some of the Quick Activity ideas and lesson plans to encourage creating new words.

Sentence Strips

The sentence strips contain the sentences used in the Simon S.I.O. program. They can be used with several of the lesson plans and Quick Activity ideas.

Word Wall

This is a sample word wall based on Patricia Cunningham models. We strategically chose key words from Simon S.I.O. to represent all the onsets and rimes used in the program. Students can refer to this word wall to help them spell a word based on beginning sounds and ending sounds. Students can also add words to build their own word wall.

Cube Template

This is a template for you to use with the Write:OutLoud lesson plan to create word dice.

Connector Mats

This is a mat template in the form of a table filled in with words that can connect other words. This can be used with the Write:OutLoud lesson plan or to help students think of words to use in creating a sentence.

Bingo Card

We have included a pre-made card for you or students to fill in with words from Simon S.I.O. and use with the Bingo Quick Activity.

Game Board

This is a Simon Maze game board for you to add words to and use with the Simon Maze Quick Activity.

Suggested Reading Lists

Included are lists of books which include high interest/low vocabulary content. Several of the books are Newbery or Caldecott Award winners and include many of the key words from Simon S.I.O. Students are not expected to be able to read these books cover to cover. We have provided this list to involve and encourage students to participate in the reading experience.

Note: Although not specifically addressed, many of the activities and lesson plans can be easily adapted to meet the needs of students who need alternate access to the computer.

Screening Tools for Simon S.I.O.

Screening Levels

One of the first decisions you will need to make is to determine the appropriate starting level for each student using Simon S.I.O. We have provided a few ideas for screening a student so you can choose the best level for his/her abilities.

Quick Start

To determine the best starting level for a student, use the flashcards provided for the key words in Simon S.I.O. (A list of the key words also appears in Appendix B.) Begin at Level 1. Have students read one word from each level until they miss a word. We suggest you go back 1-2 levels from the word they missed to use as a starting point in Simon S.I.O. By going back a level or two from their readability level, students can begin at a point where they will feel successful.

Advanced Quick Start

To more accurately determine a level to begin, students should be able to:

- Read the words from a Simon level fluently
- Be able to transfer sounds from that level to identify other words
- Take sounds from that level and combine with other sounds to make new words

Again, we suggest student begin 1-2 levels below their readability level so they can begin at a place where they will feel successful and not frustrated.

Beginning at Mid-levels

We suggest students begin at levels 15-17 if they can successfully read 50% of the following:

- Key words from Simon S.I.O. (found on the flashcards)
- Sight words from Simon S.I.O. (found in the sentence strips)
- Transfer words from Simon S.I.O. (found in the sentence strips)

Quick Activity Ideas for Simon S.I.O.

What follows is a list of quick ideas to help students practice words and sentences from Simon S.I.O. There are ideas for younger students, older students and activities appropriate for either level. Because of various learning styles, the final column identifies which learning styles work best with each activity.

Key to Learners: **V = Visual**
A = Auditory
K = Kinesthetic
C = Cooperative

Ideas specifically for younger students (3rd-5th grade)

Name of Activity	Brief description	Learner
Word Wheel	<ol style="list-style-type: none">1 Create by cutting out two circles approximately 5 inches in diameter. Cut a small rectangle toward the left side of one circle.2 Place an ending sound (e.g. “at”) to the right of the rectangle window. Place the uncut circle under the window circle.3 Fasten with a brad.4 Write a beginning sound in the open window (e.g. the letter b).5 Turn the wheel and add another letter (e.g. the letter r).6 Continue adding beginning sounds for your ending sound.7 Students turn the wheel, lining up the beginning sound with the ending sound to sound out words (e.g. “bat,” “rat”) <p>Alternate:</p> <ul style="list-style-type: none">• Create a word wheel with a beginning sound (e.g. “b”) to the left of the window and write endings for that sound (e.g. “ug” for “bug,” “it” for “bit”) on the uncut circle beneath to create new words.	V, K
Go Fish	<ol style="list-style-type: none">1 Make 2 extra sets of flashcards (found in the Teacher Materials).2 Cut the flashcards apart so you have a beginning sound and the ending sound.3 Pair up students and give each set of students the same flashcards that have been cut.4 Students play go fish so they practice making words as they ask their partner if they have a specific word. (e.g. “Do you have rat?” – student would need to have an “r” and an “at”)5 Continue until all the cards are won.	V, A, K, C

Memory Game**V, A, K, C**

- 1 Make 2 sets of flashcards for the words you want students to practice (found in the Teacher Materials).
- 2 Pair up students.
- 3 Turn each flashcard over on a table so the words are hidden, like playing a memory game.
- 4 Students take turns flipping over a flashcard, reading the word, and trying to find the same word (its match).
- 5 Students continue playing until all the cards are matched.

Collage of Words**V, K**

- 1 Students look for words from Simon S.I.O. in magazines and newspapers.
- 2 Students cut out the words they find and paste them on paper to create a collage.
- 3 Students can also add pictures from magazines that correspond with the words they cut out.

Ideas specifically for older students (6th-8th grade)

Name of Activity	Brief description	Learner
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Word Search		V
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- 1 Create a word search using the words from Simon S.I.O.

Make up a rhyme/rap with words (sentences)		V, A
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- 1 Visual students can create the rhyme/rap in BuildAbility, adding background music and visuals.

Simon Boggle™		V, K, C
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- 1 Play the game Boggle (a word game by Parker Brothers).
 - Students search the assortment of letters cubes in a word tray for words of three letters or more.
 - Students form words by finding letters that connect to form a word. They may connect letters horizontally, vertically, or diagonally, to the left, right, or up-and-down.
 - Students may only use a letter cube once within a single word.
 - Students can specifically try to find words from their Simon S.I.O. or use the skills they gain from Simon S.I.O. to form new words.

Have students chart/graph their progress **V**

- 1 Print out the progress report from Simon S.I.O. daily or weekly.
- 2 Choose an area from the report for the students to graph their progress.
- 3 Students graph their scores to watch their progress.

Simon Maze **V, K, C**

- 1 Use the Simon S.I.O. maze gameboard provided in the Teacher Materials.
- 2 Laminate the sheet.
- 3 Using a wipe-off marker, write words from Simon S.I.O. in the spaces.
- 4 Pick out the flashcards that correspond with the words you listed on the game.
- 5 Place them face down near the gameboard.
- 6 Students take turns picking up a flashcard, reading the word, and moving to that word on the gameboard.
- 7 The first one to reach the end wins.

Ideas for either age group

Name of Activity	Brief description	Learner
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Build a Clue		V, C, K, A
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- 1 Group students in pairs or teams.
- 2 One student thinks of a word from Simon S.I.O. and draws one line for each letter in the word. (can be done on paper or board)
- 3 The other students try to guess the word by playing a game similar to hangman, but are rewarded for correct guesses, rather than negative reinforcement for incorrect guesses.
- 4 If a student guesses a correct sound (“is there a “buh,”) the other student places the letter (b) in the correct spot and begins to draw a picture of the word to provide clues by drawing part of the picture for each correct answer. (e.g. if the word is “car,”) and someone guesses the sound “kuh,”) the other student writes in the letter c, plus draws a part of the picture such as a wheel)

Build a story		V, K, C
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- 1 Students take turns cutting out words from a magazine/newspaper to build sentences from their sentence strips.
- 2 Students paste the words on paper to build a story, 1-2 sentences per page.
- 3 Students can illustrate the story.

“Picture it in your mind” **V, K**

- 1 Students choose a sentence strip included in the Teacher Materials.
- 2 Students write the sentence on a piece of paper and then draw a picture to illustrate the sentence.

Match magazine pictures with words **V, K**

- 1 Students look through magazines to find pictures that represent words from Simon S.I.O.
- 2 Students cut out the picture and paste it on paper in a notebook.
- 3 Students write the word it represents under the picture.
- 4 Students use the notebook as a study tool.

Flashcards **V, K**

- 1 Students use flashcards included in Teacher Materials to practice reading words.
- 2 Students keep the words they pronounce correctly.
- 3 Students write or type the words they miss.

Add a word **V, C, K**

- 1 Choose 3 words from Simon S.I.O. that can be rhymed with other words (e.g. rat, seed, trunk).
- 2 Students would write hat, bat, cat, / feed, weed / bunk, junk etc.
- 3 Students compete to try to add as many words as they can to the family in a specified amount of time (e.g. set a timer for 1 minute).
- 4 Students can add words not in Simon S.I.O. that follow the same family pattern.

Beginning/ending sound missing **V, A, C**

- 1 Pair students and have them each write a beginning sound on a piece of paper or the board.
- 2 Their partner tries to write or say as many words as they know that begin with that letter.
- 3 Students switch places and write ending sounds (paper or board).
- 4 The partner tries to write or say as many words as they know that begin with that letter.

Write a word **V, K**

- Provide students with various choices for writing their words such as writing them on a magnetic board, magic slate, whiteboards, coated or styrofoam paper plates.

Simon 7-Up®**A, K, C**

- 1 Call 7 students up to the front of the classroom.
- 2 The remaining students put their heads down at their seat and raise one thumb.
- 3 The chosen 7 each select a student, secretly press down their thumb, and then return to the front of the room.
- 4 The chosen students stand up and take turns guessing who pressed down their thumb (1 guess per student).
- 5 If a student at their desk guesses correctly, the student at the front of the room asks them to spell a word from Simon S.I.O.
- 6 If the student spells it correctly, they trade places with the student at the front of the room.

Simon Pictionary™**V, A, K, C**

- 1 Play Pictionary with the words from Simon S.I.O.
- 2 Place students in teams.
- 3 One student draws a picture of the Simon S.I.O. word while teammates guess the word.

Play Bingo**V, A, K**

- 1 Provide students with a list of words from Simon S.I.O.
- 2 Copy the Bingo card template included with the Teacher Materials.
- 3 Students choose words from the list to randomly write on the card.
- 4 Begin calling out words from Simon S.I.O. until someone has Bingo.

Word Morph**V, K, C**

- 1 Write a word on the board from Simon S.I.O. (e.g. Joke).
- 2 Call on students to change the beginning or ending sound of the word to create a new word.
- 3 Students continue to change letters to create a new word until there are no additional words to create.

Product-Integrated Lesson Plans

Roll a Sentence using Write:OutLoud®

Suggested Interest Levels: 3rd-5th grade

Subject Area: Reading, Spelling, Language Arts

Writing / Technology Standards:

- Students correlate oral words to printed words
- Students build vocabulary and spelling skills as they improve their writing
- Students edit and revise their writing to improve meaning and focus

Objectives: Students create sentences in Write:OutLoud based on Simon S.I.O.™ words “rolled.”

Write:OutLoud Features:

- Use highlight word by word
- Speak words and/or sentence for feedback
- Edit a document for spelling errors and replace misspelled words with correct words from dictionary
- Utilize the talking spell checker
- Add pictures or illustrations

Materials/Prep:

- Small cubes to use as dice
- Copy 12 of the flashcards (using some of the words students are struggling with)
- Cube template (found in teacher materials)
- Paste words on the cube
- “Connector” mats (found in teacher materials)
- Write:OutLoud®
- Turn ON Speak Words, Speak Sentences, and Highlight Word by Word in Write:OutLoud

Directions:

- 1 Make the dice ahead of time with words you know your students most struggle with in Simon S.I.O.

- 2 Students roll dice on sheets of paper (“connector mats”) that contain other words to build sentences.
- 3 Students use the two words they roll from the cube plus the connector words to make a sentence and type it in Write:OutLoud.
- 4 Students continue to roll the dice and create sentences in Write:OutLoud. (number of times to be determined by the teacher according to the student’s ability level).
- 5 Students use the speak feature to hear sentences read aloud for reinforcement.
- 6 Students use Import Picture to add illustrations and other graphics to convey understanding and meaning to their text.
- 7 Students use the talking spell checker to edit their work.

Extension:

Students create their own dice to use at home for review.

Instructional Interventions:

Visual Learners: Add images for the sentences.

Auditory Learners: Use the speak feature and talking spell checker. Students can read their sentences aloud.

Kinesthetic Learners: This lesson lends itself well to kinesthetic learners because they are physically rolling the dice.

Cooperative Learning: One student can roll the dice and the other student has to create the sentence in Write:OutLoud. Students then switch roles. Students can trade sentences and read each other’s sentences aloud.

ESL Students: Use the Speech feature to help reinforce the pronunciation of words. Have students add images to go along with the sentences to help them recall what they have written. Use the talking spell checker.

Assessment:

- Students create sentences using words from Simon S.I.O.
- Students add graphics/illustrations to their story to convey understanding and meaning.
- Students spell check their work.
- *Students create their own dice, correctly spelling the words from Simon S.I.O.*

Using Co:Writer® 4000 Topic Dictionaries to Write a Story with Simon S.I.O.™ Words

Suggested Interest Levels: 4-8

Subject Area: Reading, Language Arts, Writing

Writing / Technology Standards:

- Students use multiple spelling approaches to spell words
- Students self select words to write for meaning
- Students write for a purpose, using content specific words

Objectives: Students write a story using Co:Writer 4000 with Simon S.I.O. words with the help of a topic dictionary.

Co:Writer 4000 Features:

- Predict commonly misspelled words (by turning FlexSpell™ ON or OFF)
- Adjust the number of guesses Co:Writer 4000 predicts
- Activate repeat guesses so students continue to type the word from the “model”
- Use topic dictionaries to improve word choices for a particular topic
- Use the speech feature to hear text read
- Use Co:Writer 4000 with Write:OutLoud® to create stories to share
- *Store words in the dictionary as you write*
- *Create your own topic dictionary*

Materials/Prep:

- A list of words from Simon S.I.O. the student can read (see flashcards in teacher materials section or list of sounds/words in Appendix B)
- Co:Writer® 4000
- Simon S.I.O. topic dictionary (automatically installed in the Co:Writer 4000 Topics folder)
- Write:OutLoud®

Directions:

- 1 Turn Predict Ahead OFF in Co:Writer 4000.
- 2 Turn Repeat Guesses ON in Co:Writer 4000.
- 3 Turn FlexSpell and Repeat Guesses ON.
- 4 Load the Simon S.I.O. topic dictionary.

Note: Select the topic dictionary that corresponds to the Simon S.I.O. product the student is using — Stage 1 or Stage 2.

- 5 Students write a story using Co:Writer 4000 which includes words from the levels they have completed in Simon S.I.O.
- 6 Students send their sentences into Write:OutLoud to compile sentences into a story and make editing changes.

Instructional Interventions:

Visual Learners: Have students add images to their story to help prompt their story ideas.

Auditory Learners: Use the speech feature to hear text read and determine whether changes need to be made.

Kinesthetic Learners: Students can act out the story they create. Students can storyboard their story.

Cooperative Learning: Students can work together to brainstorm, map out, and create a story. They can then take turns to write sections of a story.

ESL Students: Use the speech feature to help reinforce the pronunciation of words. Have students add images to go along with the story they create.

Assessment:

- Students write a story using Co:Writer 4000 with words from Simon S.I.O.

Using BuildAbility® to Create a Dictionary of Words for Simon S.I.O.™

Suggested Interest Levels: 4th-8th

Subject Area: Reading, Language Arts

Writing / Technology Standards:

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

Objectives: Students will create a dictionary of words from a reading level in Simon S.I.O.

BuildAbility Features:

- Use page transitions
- Utilize the Drawmation™ feature for immediate feedback by animating a drawing
- Add sound effects to a story by inserting a sound file
- Add images or movies to enhance a story
- Save a story as a template
- Publish a story so others can see it by using the Player feature in BuildAbility

Materials/Prep:

- A list of key words from a Simon S.I.O. level
- BuildAbility
- BuildAbility templates

Directions:

- 1 Have students organize the words from their word level list into alphabetical order.
- 2 Open the Dictionary template from the BuildAbility files.
- 3 To begin, students write the first word from their word level using the paintbrush or type the word using the text tool.
- 4 Secondly, students use the Speech tool to record themselves pronouncing the word.
- 5 Finally, students draw a picture to visually represent the word.
- 6 They may also choose to import an image of the word if there is one available.

7 Students continue this process for all the words in the word level.

Extension:

Add a sound to correspond with the word.

Instructional Interventions:

Visual Learners: Because BuildAbility lends itself well for visual learners, no other adaptations are necessary.

Auditory Learners: Have students record themselves using the word in a sentence.

Kinesthetic Learners: Students storyboard their process first before they begin. Have them include page transitions, and the order in which the text, images, and sounds will appear on a page.

Cooperative Learning: Students can work cooperatively to create a class dictionary of the various Simon word levels.

ESL Students: Use the Speech feature to help reinforce the pronunciation of words. Have students add images to go along with the word pages for word recognition.

Assessment:

- Students create a dictionary of words from a Simon S.I.O. level in alphabetical order.
- Students use the Drawmotion feature and add text and speech for each word.
- *Students add an appropriate sound to correspond with the word.*

Categorizing Simon S.I.O.™ Words in Draft:Builder® to Create a Story

Suggested Interest Levels: 6th-8th

Subject Area: Reading, Language Arts

Writing /Technology Standards:

- Students increase comprehension and deepen understanding.
- Students use technology tools to process data and report results.
- Students write on a range of topics across the curriculum.

Objectives: Students will demonstrate word recognition and vocabulary awareness by categorizing words from Simon S.I.O. and creating a story from these words.

Draft:Builder Feature:

- Use the Draft:Builder template to categorize Simon S.I.O. words.
- Use the Draft View feature to create a short story using these words.

Materials/Prep:

- A list of key words from Simon S.I.O. (found in Appendix B)
- Draft:Builder®
- Draft:Builder template

Directions:

- 1 Open the Draft:Builder Word Categories template.
- 2 Go to the Outline View.
- 3 Have students follow the prompts for categorizing words. (ex. words that are actions)
- 4 Have students add words from Simon S.I.O. to the categories listed.
- 5 Students then use Draft View to write a short story draft using at least one word from each category.
- 6 Modify the template as necessary to accommodate each student's reading level.

Extension:

Students add another category to the outline view and add words for that category.

Instructional Interventions:

Visual Learners: Have flashcards, word walls, or chart of sounds available for students to refer to as they add their words.

Auditory Learners: Encourage students to use the Speak tool to follow the prompts. Have students say the words out loud before they add it to a category.

Kinesthetic Learners: Students locate the words they need by physically gathering and arranging flashcards by category before typing the words into Draft:Builder.

Cooperative Learning: Students take turns entering words into the template. Students cross-check each other's work.

ESL Students: Use the Speak tool to help follow template prompts and to reinforce the pronunciation of words. Organize the flashcards into word categories. Use pictures to go along with the flashcards to help them recognize the word.

Assessment:

- Students list words from Simon S.I.O. under the correct categories.
- Students write a short story that incorporates at least one word from each of the categories.
- *Students add a category to the outline view and add appropriate words from Simon S.I.O. to that category.*

Using Start-to-Finish® to Identify Words from Simon S.I.O.™

Suggested Interest Levels: 6th-8th

Subject Area: Reading, Language Arts, Spelling

Writing / Technology Standards:

- Students get word level support and read on an independent basis
- Students hear written words read in context, using correct speech patterns, inflections and tones
- Students read and hear text in several forms of medium
- Students use technology tools to enhance learning, increase productivity, and promote creativity

Objectives: Students will reinforce word recognition by applying their reading skills gained from Simon S.I.O. by listening to paragraphs or a chapter of a Start-to-Finish book to identify words they have learned from Simon S.I.O.

Start-to-Finish Features:

- Use curriculum related information for subjects such as science and social studies
- Highlight the words on the screen to match the narration
- Link the printed word with the spoken word
- Provide multiple formats and motivating text gets students rereading the same text
- Check on words not known for speech support
- Model intonation through the use of a professional narrator
- Provide multiple literacy experiences to awaken interest in books
- Provide experience with plot, characters, setting and dialogue

Materials/Prep:

- Select a Start-to-Finish book/CD using the Lexile reading levels found on the Don Johnston Incorporated website
- Word lists from Simon S.I.O.

Directions:

- 1 Choose a Start-to-Finish book by referring to the Don Johnston Incorporated web page for Start-to-Finish Lexile levels and grade equivalency: www.donjohnston.com
- 2 Insert the CD version of the book.
- 3 Using the highlighted text feature have students listen as the narrator reads the first few paragraphs of the Start-to-Finish book.
- 4 Stop the CD and ask the student if they recognized any words they heard.
- 5 Have the student point or verbally identify any Simon S.I.O. words that appeared in the story.
- 6 Continue this process according to each student's ability by completing a few paragraphs, the entire page or the entire chapter.

Extension:

Students try to read a paragraph aloud from the Start-to-Finish book

Instructional Interventions:

Visual Learners: Have students follow along in the book by using the highlighted text feature. Students can then write words they see from Simon S.I.O.

Auditory Learners: Have students use the CD and audiocassette format of the Start-to-Finish book.

Kinesthetic Learners: Have students identify Simon S.I.O. words in a paragraph. Then have them physically search through the flashcards to find those same words.

Cooperative Learning: Students can take turns identifying Simon S.I.O. words in a paragraph.

ESL Students: Have students identify words from their flashcards as review and reinforcement. Have students use the CD format of Start-to-Finish to follow along as the narrator reads.

Assessment:

- Students identify Simon S.I.O. words they hear/see in the Start-to-Finish book.
- *Students read a paragraph aloud from the Start-to-Finish book, accurately reading any Simon S.I.O. words.*

Assessment

Pre-test/Post-test

One way to assess whether your student has made reading progress by using Simon S.I.O. is to conduct a pretest and a post-test. By using a sample of words from the various levels in the program, you can quickly assess if a student is improving their reading skills. Present a student with the words from a level before they begin Simon S.I.O. and again after they finish the level. Record those words read correctly in the pre-test and those words read correctly in the post-test. We have included a list of words used in each of the levels (in Appendix B) for you to use as a pre/post-test with your students. Also included are flashcards of these key words, the beginning sounds and ending sounds for each level of Simon S.I.O.

Applying Knowledge to Other Words

Another way to assess whether the student's use of Simon S.I.O. is providing desired results is to gather data on the student's application of knowledge from the program to words not in the program. For instance, let's say the student can read the words "hat" and "bat" because of their experience with the program. Evaluate whether or not they can read "sat" and "cat."

Sounds and Words from Simon S.I.O. Checklist

Included in the appendices are pages which list the sounds and words for each level of Simon S.I.O. Use these pages as a checklist to determine if the student is able to:

- Identify sounds for a level
- Identify words for a level
- Transfer sounds to new words
- Transfer sounds to words within the context of a sentence
- Decode readable words

Speed Challenge Scores

- 1 Record the student's Speed Challenge scores regularly over time.
- 2 Compare the scores to see if the student is making progress by identifying words more quickly or identifying more words in each challenge.

Portfolio Assessment

Another way to assess a student's reading progress is by keeping a portfolio of their work. Here is a beginning list of ideas to include in an assessment portfolio:

- Pre/post tests
- Completed worksheets

- Progress Report for each level completed
- Sample sound recordings of student reading for fluency
- Personal observations
- Journal writing from student
- Student graph of their Speed Challenge scores
- Copies of the Words I Can Read This Week chart
- Work created from other programs such as a story written in Write:OutLoud or a dictionary created in BuildAbility
- Completed work from any of the Quick Activity Ideas, for example, student work created from Build a Story

Student Self-Assessment

One way to include students in the assessment process is to have them keep track of their own reading progress through a self-assessment. Students can participate in a self-assessment by viewing the contents of their portfolio weekly and creating additional pieces to include in their portfolio. For example, students can complete the following charts to include in their portfolio, (Found in Portfolio Support Materials).

- *Words I Can Read This Week*
- *Books I Have Read*
- *Checklist for Portfolio Items*

Portfolio Support Materials

- Checklist for Portfolio Items
- Checklist for Self-Assessment
- Words I Can Read This Week
- Books I Have Read

Simon S.I.O.

Checklist for Portfolio Items

- Pre/post tests
- Completed worksheets from the Simon S.I.O. program
- Simon S.I.O. Progress Report for each level completed
- Sample sound recordings of student reading for fluency
- Personal observations
- Journal writing from student
- Student Speed Challenge scores
- Words I Can Read This Week* chart
- Books I Have Read* list
- Work created from other programs such as a story written in Write:OutLoud®
- Completed work from any of the Quick Activities

Simon S.I.O. Checklist for Self-Assessment

- Portfolio Checklist
 - Pre/post tests
 - Completed worksheets from the Simon S.I.O. program
 - Simon S.I.O. Progress Report for each level completed
 - Sample sound recordings of reading
 - Journal writing
 - Speed Challenge scores
 - Words I Can Read This Week* chart
 - Books I Have Read* list
 - Work created from other programs such as a story written in Write:OutLoud®
 - Completed work from any of the Quick Activities

Words I Can Read This Week

Name _____

Grade/Teacher _____

<u>Date</u>	<u>New sounds I learned this week</u>	<u>New words I can read this week</u>
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Books I Have Read

<u>Date</u>	<u>Title of Book</u>	<u>Author</u>	<u>Pages</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____
8. _____	_____	_____	_____
9. _____	_____	_____	_____
10. _____	_____	_____	_____
11. _____	_____	_____	_____

Stage 2 Support Materials

- Flashcards of words from Simon S.I.O.
- Flashcards for Individual Sounds from Simon S.I.O
- Sentence Strips
- Word Wall

can

Stage 2 / Level 1

fan

Stage 2 / Level 1

man

Stage 2 / Level 1

van

Stage 2 / Level 1

bun

Stage 2 / Level 2

fun

Stage 2 / Level 2

run

Stage 2 / Level 2

sun

Stage 2 / Level 2

fog

Stage 2 / Level 3

frog

Stage 2 / Level 3

<p>jog</p> <p>Stage 2 / Level 3</p>	<p>log</p> <p>Stage 2 / Level 3</p>
<p>flame</p> <p>Stage 2 / Level 4</p>	<p>frame</p> <p>Stage 2 / Level 4</p>
<p>same</p> <p>Stage 2 / Level 4</p>	<p>tame</p> <p>Stage 2 / Level 4</p>
<p>brave</p> <p>Stage 2 / Level 5</p>	<p>cave</p> <p>Stage 2 / Level 5</p>
<p>grave</p> <p>Stage 2 / Level 5</p>	<p>wave</p> <p>Stage 2 / Level 5</p>

cold

Stage 2 / Level 6

fold

Stage 2 / Level 6

gold

Stage 2 / Level 6

chime

Stage 2 / Level 7

grime

Stage 2 / Level 7

lime

Stage 2 / Level 7

time

Stage 2 / Level 7

drum

Stage 2 / Level 8

gum

Stage 2 / Level 8

hum

Stage 2 / Level 8

<p>plum</p> <p>Stage 2 / Level 8</p>	<p>draw</p> <p>Stage 2 / Level 9</p>
<p>jaw</p> <p>Stage 2 / Level 9</p>	<p>paw</p> <p>Stage 2 / Level 9</p>
<p>straw</p> <p>Stage 2 / Level 9</p>	<p>bed</p> <p>Stage 2 / Level 10</p>
<p>red</p> <p>Stage 2 / Level 10</p>	<p>shed</p> <p>Stage 2 / Level 10</p>
<p>sled</p> <p>Stage 2 / Level 10</p>	<p>feet</p> <p>Stage 2 / Level 11</p>

sheet

Stage 2 / Level 11

street

Stage 2 / Level 11

sweet

Stage 2 / Level 11

bell

Stage 2 / Level 12

shell

Stage 2 / Level 12

smell

Stage 2 / Level 12

well

Stage 2 / Level 12

line

Stage 2 / Level 13

nine

Stage 2 / Level 13

spine

Stage 2 / Level 13

<p>vine</p> <p>Stage 2 / Level 13</p>	<p>scout</p> <p>Stage 2 / Level 14</p>
<p>shout</p> <p>Stage 2 / Level 14</p>	<p>spout</p> <p>Stage 2 / Level 14</p>
<p>chair</p> <p>Stage 2 / Level 15</p>	<p>hair</p> <p>Stage 2 / Level 15</p>
<p>pair</p> <p>Stage 2 / Level 15</p>	<p>stair</p> <p>Stage 2 / Level 15</p>
<p>score</p> <p>Stage 2 / Level 16</p>	<p>shore</p> <p>Stage 2 / Level 16</p>

snore

Stage 2 / Level 16

store

Stage 2 / Level 16

bark

Stage 2 / Level 17

dark

Stage 2 / Level 17

park

Stage 2 / Level 17

shark

Stage 2 / Level 17

dream

Stage 2 / Level 18

scream

Stage 2 / Level 18

steam

Stage 2 / Level 18

stream

Stage 2 / Level 18

<p>chew</p> <p>Stage 2 / Level 19</p>	<p>crew</p> <p>Stage 2 / Level 19</p>
<p>few</p> <p>Stage 2 / Level 19</p>	<p>screw</p> <p>Stage 2 / Level 19</p>
<p>day</p> <p>Stage 2 / Level 20</p>	<p>hay</p> <p>Stage 2 / Level 20</p>
<p>pay</p> <p>Stage 2 / Level 20</p>	<p>play</p> <p>Stage 2 / Level 20</p>
<p>blow</p> <p>Stage 2 / Level 21</p>	<p>crow</p> <p>Stage 2 / Level 21</p>

glow

Stage 2 / Level 21

snow

Stage 2 / Level 21

cry

Stage 2 / Level 22

fly

Stage 2 / Level 22

sky

Stage 2 / Level 22

spy

Stage 2 / Level 22

dirt

Stage 2 / Level 23

shirt

Stage 2 / Level 23

skirt

Stage 2 / Level 23

<p>buck</p> <p>Stage 2 / Level 24</p>	<p>duck</p> <p>Stage 2 / Level 24</p>
<p>stuck</p> <p>Stage 2 / Level 24</p>	<p>truck</p> <p>Stage 2 / Level 24</p>
<p>clap</p> <p>Stage 2 / Level 25</p>	<p>map</p> <p>Stage 2 / Level 25</p>
<p>snap</p> <p>Stage 2 / Level 25</p>	<p>trap</p> <p>Stage 2 / Level 25</p>
<p>cash</p> <p>Stage 2 / Level 26</p>	<p>flash</p> <p>Stage 2 / Level 26</p>

smash

Stage 2 / Level 26

trash

Stage 2 / Level 26

bank

Stage 2 / Level 27

blank

Stage 2 / Level 27

crank

Stage 2 / Level 27

prank

Stage 2 / Level 27

pool

Stage 2 / Level 28

spool

Stage 2 / Level 28

stool

Stage 2 / Level 28

tool

Stage 2 / Level 28

<p>chin</p> <p>Stage 2 / Level 29</p>	<p>grin</p> <p>Stage 2 / Level 29</p>
<p>spin</p> <p>Stage 2 / Level 29</p>	<p>twin</p> <p>Stage 2 / Level 29</p>
<p>check</p> <p>Stage 2 / Level 30</p>	<p>deck</p> <p>Stage 2 / Level 30</p>
<p>neck</p> <p>Stage 2 / Level 30</p>	<p>wreck</p> <p>Stage 2 / Level 30</p>
<p>fist</p> <p>Stage 2 / Level 31</p>	<p>list</p> <p>Stage 2 / Level 31</p>

twist

Stage 2 / Level 31

wrist

Stage 2 / Level 31

cob

Stage 2 / Level 32

job

Stage 2 / Level 32

knob

Stage 2 / Level 32

rob

Stage 2 / Level 32

fight

Stage 2 / Level 33

fright

Stage 2 / Level 33

light

Stage 2 / Level 33

knight

Stage 2 / Level 33

<p>fr</p> <p>Stage 2 / Level 3</p>	<p>fl</p> <p>Stage 2 / Level 4</p>
<p>gr</p> <p>Stage 2 / Level 5</p>	<p>br</p> <p>Stage 2 / Level 5</p>
<p>ch</p> <p>Stage 2 / Level 7</p>	<p>pl</p> <p>Stage 2 / Level 8</p>
<p>dr</p> <p>Stage 2 / Level 8</p>	<p>str</p> <p>Stage 2 / Level 9</p>
<p>sh</p> <p>Stage 2 / Level 10</p>	<p>sl</p> <p>Stage 2 / Level 10</p>

<p>sw</p> <p>Stage 2 / Level 11</p>	<p>sm</p> <p>Stage 2 / Level 12</p>
<p>sp</p> <p>Stage 2 / Level 13</p>	<p>sc</p> <p>Stage 2 / Level 14</p>
<p>st</p> <p>Stage 2 / Level 15</p>	<p>sn</p> <p>Stage 2 / Level 16</p>
<p>scr</p> <p>Stage 2 / Level 18</p>	<p>cr</p> <p>Stage 2 / Level 19</p>
<p>bl</p> <p>Stage 2 / Level 21</p>	<p>gl</p> <p>Stage 2 / Level 21</p>

<p>sk</p> <p>Stage 2 / Level 22</p>	<p>tr</p> <p>Stage 2 / Level 24</p>
<p>cl</p> <p>Stage 2 / Level 25</p>	<p>pr</p> <p>Stage 2 / Level 27</p>
<p>tw</p> <p>Stage 2 / Level 29</p>	<p>wr</p> <p>Stage 2 / Level 30</p>
<p>kn</p> <p>Stage 2 / Level 32</p>	

<p>an</p> <p>Stage 2 / Level 1</p>	<p>un</p> <p>Stage 2 / Level 2</p>
<p>og</p> <p>Stage 2 / Level 3</p>	<p>ame</p> <p>Stage 2 / Level 4</p>
<p>ave</p> <p>Stage 2 / Level 5</p>	<p>old</p> <p>Stage 2 / Level 6</p>
<p>ime</p> <p>Stage 2 / Level 7</p>	<p>um</p> <p>Stage 2 / Level 8</p>
<p>aw</p> <p>Stage 2 / Level 9</p>	<p>ed</p> <p>Stage 2 / Level 10</p>

eet

Stage 2 / Level 11

ell

Stage 2 / Level 12

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Stage 2 / Level 13

out

Stage 2 / Level 14

air

Stage 2 / Level 15

ore

Stage 2 / Level 16

ark

Stage 2 / Level 17

eam

Stage 2 / Level 18

ew

Stage 2 / Level 19

ay

Stage 2 / Level 20

ow

Stage 2 / Level 21

y

Stage 2 / Level 22

irt

Stage 2 / Level 23

uck

Stage 2 / Level 24

ap

Stage 2 / Level 25

ash

Stage 2 / Level 26

ank

Stage 2 / Level 27

ool

Stage 2 / Level 28

in

Stage 2 / Level 29

eck

Stage 2 / Level 30

ist

Stage 2 / Level 31

ob

Stage 2 / Level 32

ight

Stage 2 / Level 33

I like to jog in the park.

Stage 2 / Level 3

The frog took a hop over the log.

Stage 2 / Level 3

Jill and I have the same shoes.

Stage 2 / Level 4

I have a pet dog and he is very tame.

Stage 2 / Level 4

A cave is wet and dark. Bats live in caves.

Stage 2 / Level 5

**We have fun at the beach.
We sit in the sun and jump in the waves.**

Stage 2 / Level 5

I like to wear my warm hat when it is cold.

Stage 2 / Level 6

You can fold paper to make a toy.

Stage 2 / Level 6

The clock will chime to tell the time.

Stage 2 / Level 7

**I have grime on my hands.
It is from my dirty bike.**

Stage 2 / Level 7

I can make my gum pop.

Stage 2 / Level 8

**Dave is in a band.
He beats the drum with a stick.**

Stage 2 / Level 8

When I chew too much gum my jaw hurts.

Stage 2 / Level 9

Sip your drink with this fun straw.

Stage 2 / Level 9

I stay in bed when I feel sick.

Stage 2 / Level 10

My dad put a lock on the door of the shed.

Stage 2 / Level 10

My feet get cold when I walk in the snow.

Stage 2 / Level 11

Did you see the red truck speed down the street? It was going fast!

Stage 2 / Level 11

The fire bell was so loud it hurt my ears.

Stage 2 / Level 12

I can smell a skunk. That skunk smells bad!

Stage 2 / Level 12

**Plant the vine in soil.
Give it water and it will grow tall.**

Stage 2 / Level 13

You can see the spine on the back of a skeleton.

Stage 2 / Level 13

**I heard the scout shout at his friends.
“There are bats in the cave!”**

Stage 2 / Level 14

A whale can spout water from its blowhole.

Stage 2 / Level 14

**Kate got gum stuck in her hair.
Her mother had to cut the gum out.**

Stage 2 / Level 15

**Jill had to stand on the chair
to get to the books.**

Stage 2 / Level 15

**What was the score of the ball game?
Did we win?**

Stage 2 / Level 16

**Jan was at the beach.
She found a pink shell on the shore.**

Stage 2 / Level 16

My dog Skip will bark for a treat.

Stage 2 / Level 17

**Go to the park when you want to have fun.
You can jog or ride a bike.**

Stage 2 / Level 17

**Boil some water in a pot.
When you see steam the water is hot.**

Stage 2 / Level 18

I had a dream that made me scream.

Stage 2 / Level 18

**I like to chew gum.
But I can't chew gum at school.**

Stage 2 / Level 19

**Jill put a screw in the wall.
She hung a picture frame on the screw.**

Stage 2 / Level 19

Today is a hot day. It is time to go to the pool!

Stage 2 / Level 20

Will you go to eat with me? I will pay the bill!

Stage 2 / Level 20

**The scout made a campfire.
You could see the fire glow in the dark.**

Stage 2 / Level 21

You need wet snow to make a good snowman.

Stage 2 / Level 21

Ben got a bee sting. It hurt and made him cry.

Stage 2 / Level 22

**Kay wants to take a fun trip.
She wants to fly in a jet.**

Stage 2 / Level 22

Jake plays with his trucks in the dirt.

Stage 2 / Level 23

Jill did not want to get dirt on her new skirt.

Stage 2 / Level 23

I went to the park. I saw a big duck in the lake.

Stage 2 / Level 24

My dad got his truck stuck in the mud.

Stage 2 / Level 24

We have to draw a map for homework.

Stage 2 / Level 25

I broke the snap on my coat.

Stage 2 / Level 25

I have the cash to pay for this shirt.

Stage 2 / Level 26

**You need to use the flash on your camera when
you take a picture in a dark room.**

Stage 2 / Level 26

Jay saves money in his bank.

Stage 2 / Level 27

Write your name on the blank line.

Stage 2 / Level 27

**Kate will meet her friends at the pool.
They will swim all day.**

Stage 2 / Level 28

We keep our tools in the shed.

Stage 2 / Level 28

Bob told a joke and it made me grin.

Stage 2 / Level 29

Jill is my twin. We look the same.

Stage 2 / Level 29

**Check the map to find a beach
where we can swim.**

Stage 2 / Level 30

**Sam had a wreck.
He fell off his bike and hurt his neck.**

Stage 2 / Level 30

**Make a list of the snacks
we will need for the party.**

Stage 2 / Level 31

Can you twist the top off this jar?

Stage 2 / Level 31

Jan got a new job. She works at the mall.

Stage 2 / Level 32

**My brother played a prank on me.
He took the knob off my bedroom door.**

Stage 2 / Level 32

**Kate and Jill are best friends.
They never had a fight.**

Stage 2 / Level 33

**It is dark in this room.
Turn on the light so we can see.**

Stage 2 / Level 33

<p><u>Aa</u></p>	<p><u>Bb</u> bank blow brave</p>	<p><u>Cc</u> can cash check clap cold cry</p>
<p><u>Dd</u> dark dirt dream</p>	<p><u>Ee</u></p>	<p><u>Ff</u> few fly frame fun</p>
<p><u>Gg</u> glow grin gum</p>	<p><u>Hh</u> hair</p>	<p><u>li</u></p>

<p><u>Jj</u> jaw job</p>	<p><u>Kk</u> knight knob</p>	<p><u>Ll</u> light list log</p>
<p><u>Mm</u> map</p>	<p><u>Nn</u> neck nine</p>	<p><u>Oo</u></p>
<p><u>Pp</u> pair play pool prank</p>	<p><u>Qq</u></p>	<p><u>Rr</u> red</p>

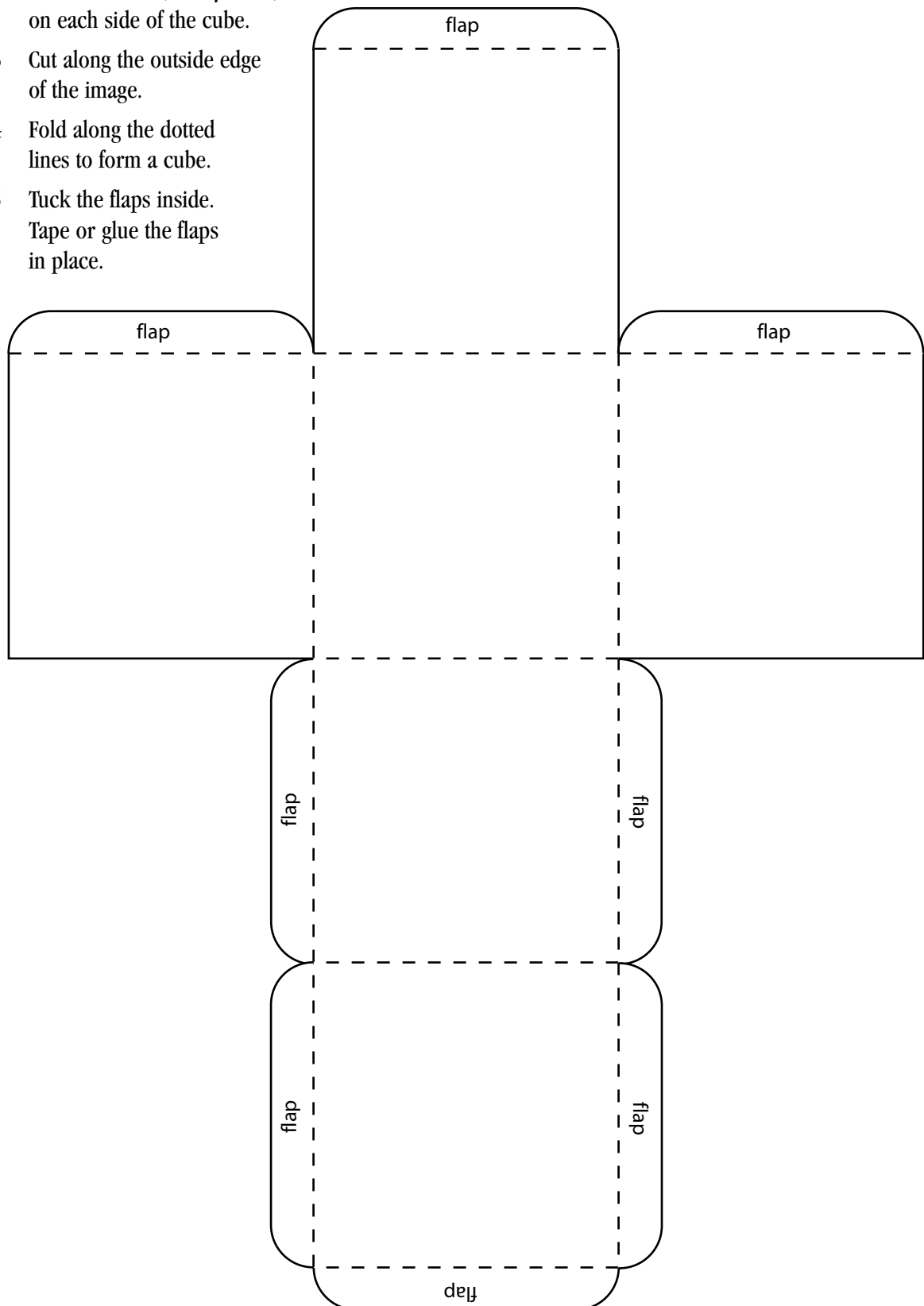
<p><u>Ss</u> same score scout scream shout skirt sky sled smell snow spy store street sweet</p>	<p><u>Tt</u> time trash truck twin</p>	<p><u>Uu</u></p>
	<p><u>Vv</u> vine</p>	<p><u>Ww</u> well wreck wrist</p>
<p><u>Xx</u></p>	<p><u>Yy</u></p>	<p><u>Zz</u></p>

Additional Support Materials

- Bingo Card template
- Cube template
- Connector Mat
- Simon S.I.O. Maze Gameboard

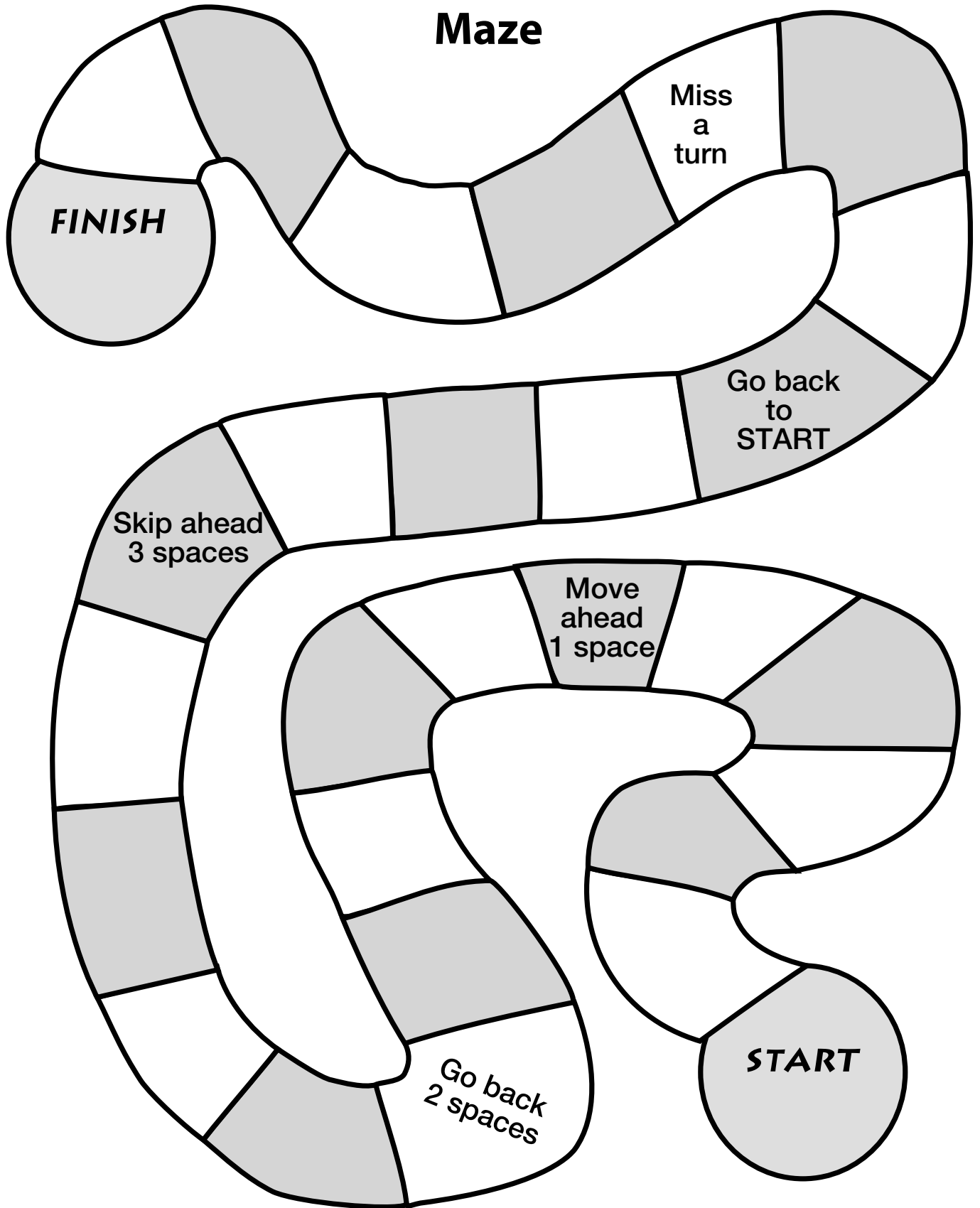
B	I	N	G	O
		 FREE		

- 1 Copy this page (card stock or heavy paper works best).
- 2 Write a sound (or key word) on each side of the cube.
- 3 Cut along the outside edge of the image.
- 4 Fold along the dotted lines to form a cube.
- 5 Tuck the flaps inside. Tape or glue the flaps in place.



but	if	is	went	have
big	with	at	to	hot
the	any	from	it	when
get	feel	new	think	for
and	or	are	in	will

Simon S.I.O. Maze



Suggested Reading Lists

- Reading List for Grades 3 through 5
- Reading List for Grades 6 through 8
- Reading List for Grades 9 through 12
- Start-to-Finish® Reading List

Reading List for Grades 3 through 5

- Burns, Diane L. *Berries, Nuts, and Seeds*. Milwaukee, WI: Gareth Stevens, 2000. 40p. RL 3.0.
Describes a variety of berries, nuts, and seeds that might be found on a nature walk and includes identification information.
- Cooper, Melrose. *Gettin' through Thursday*. New York: Lee & Low Books, c1998. 32p. RL 2.8.
Since money is tight on Thursdays, the day before his mother's payday, Andre is upset when he realizes that his report card and the promised celebration for making the honor roll will come on a Thursday.
- Couric, Katie. *The Brand New Kid*. New York: Doubleday, 2000. 32p. RL 3.0.
Lazlo, who has just moved to the United States from Hungary, is ostracized at school until two girls have the courage to befriend him.
- Dubowski, Cathy East. *Camp Hide-A-Pet*. New York: Pocket Books, c2001. 67p. RL 1.3.
Michelle Tanner finds herself in serious trouble when she brings her guinea pig to Camp Wildwood; includes games, crafts, and activities to be played at camp.
- Jukes, Mavis. *Like Jake and Me*. New York: Knopf, 1987, c1984. 32p. RL 3.4.
Alex feels that he does not have much in common with his stepfather Jake until a fuzzy spider brings them together.
- Karr, Kathleen. *Spy in the Sky*. New York: Hyperion Books for Children, c1997. 55p. RL 3.8.
When Northerner Thaddeus Lowe lands his huge balloon in South Carolina at the beginning of the Civil War, ten-year-old orphan Ridley Jones joins up with him and the two set out to find a way to use Lowe's balloon to help the North.
- Kiana, Chris, Sr. *Wally the Lost Baby Walrus*. Anchorage, Alaska: Publication Consultants, c1999. 32p. RL 1.3.
Based on real events, a baby walrus wanders into an Eskimo village, makes many friends, and eventually must choose between the company of humans or other walruses.
- Martin, Ann M. *Karen's Runaway Turkey*. New York: Scholastic, c1999. 108p. RL 3.0.
Karen's class wins a turkey in a Thanksgiving contest but the bird wants to run away.
- Michels, Dia L. *If My Mom were a Platypus: Animal Babies and their Mothers*. Washington, DC: Platypus Media, 2001. 64p. RL 2.9.
Illustrations and simple text teach children about baby animals and their mothers.
- Provinsen, Alice. *The Glorious Flight: Across the Channel with Louis Bleriot, July 25, 1909*. New York: Puffin Books, 1987, c1983. 39p. RL 3.5.
A biography of the man whose fascination with flying machines produced the Bleriot XI, which in 1909 became the first heavier-than-air machine to fly the English Channel.
- Wallace, Carol. *The Flying Flea, Callie, and Me*. New York: Pocket Books, 1999. 85p. RL 2.2.
Gray, a young cat picked from its litter to be a mouser on a farm, is befriended by Flea, a baby bird who refuses to fly, and must give Flea the confidence to take wing before winter comes.
- West, Tracey. *Race to Danger*. New York: Scholastic, c2000. 86p. RL 3.9.
The Pokemon hot air balloon race is on and the prize is a rare Dratini. Windy could have won but Team Rocket took the wind out of her sails. Ash and his Pokemon will help.

Reading List for Grades 6 through 8

- Bruce Coville's *Book of Nightmares: Tales to Make You Scream*. New York: Scholastic, c1995. 178p. RL 4.5.
Thirteen spine-chilling stories including the winner of the "Write a Scary Story Contest"
- Byars, Betsy Cromer. *Dead Letter*. New York: Puffin Books, 1998. 147p. RL 4.8.
Herculeah Jones and her best friend Meat set out to crack the case of the mysterious note which she finds in the lining of a second-hand coat.
- Harris, Geraldine. *Isis and Osiris*. Lincolnwood, IL: NTC Pub. Group, c1996. 48p. RL 3.5.
An Egyptian legend in which twin sisters who lived 2000 years ago were changed forever when they participated in a temple ritual reenacting the lives of Isis and Osiris.
- Press, Skip. *Cliffhanger*. Buena Park, CA: Artesian Press, c2000. 47p. RL 4.8.
Jake is an athlete who loves mountain climbing. His friend Hiro loves to write novels at the top of the cliff while Jake is climbing. One stormy night, Jake loses his footing and falls halfway down the cliff, and it is up to Hiro to rescue him.
- Savage, Jeff. *Monster Truck Wars*. Minneapolis: Capstone Press, 1996. 47p. RL 4.6.
Presents a history of monster truck wars which began in 1984, describes the making of a monster truck, explains the shapes and sizes of courses, and concludes with a glossary.
- Stine, R.L. *Don't Go to Sleep!* New York: Scholastic, c1997. 118p. RL 2.8.
Matt, determined to move out of his tiny bedroom, defies his mother and sneaks into the guest room to sleep, but he soon wishes he had listened to his mom when he wakes up in a different reality.
- Wilcox, Charlotte. *The Irish Setter*. Mankato, Minn.: Capstone High/Low Books, c1999. 48p. RL 2.8.
An introduction to this hunting breed, known for its long reddish-brown coat, covering its history, development, habits, and required care.
- Williams, Carol Lynch. *If I Forget, You Remember*. New York: Bantam Doubleday Dell Books for Young Readers, 1999, c1998. 201p. RL 4.2.
Twelve-year-old Elyse's plan to write an award-winning novel during the summer is interrupted when her grandmother, who has Alzheimer's disease, moves in with the family.
- Williams, Laura E. *Behind the Bedroom Wall*. Minneapolis: Milkweed Editions, Distributed by Publishers Group West, 1996. 169p. RL 4.8.
Ten-year-old Korinna must decide whether to report her parents to her Hitler youth group when she discovers that they are hiding Jews in a secret space behind Korinna's bedroom wall.

Reading List for Grades 9 through 12

- Blaine, Mark. *Whitewater!: The Thrill and Skill of Running the World's Great River*. New York: Black Dog & Leventhal, Distributed by Workman, c2001. 255p. RL 5.0.
A photographic survey of the sport of river running by canoe, raft, or kayak, providing information on gear, finding an outfitter, choosing the right river for individual skill levels, reading and navigating the water, and safety; and looking at some of the world's great whitewater destinations, each with maps and helps for planning a visit.
- Cobb, Allan B. *Scientifically Engineered Foods: The Debate Over What's on Your Plate*. New York: Rosen, 2000. 64p. RL 5.0.
Provides information on scientifically engineered foods, discussing how they affect a person's health, what their development has meant for the environment, and how they were created.
- Erdosh, George. *The African American Kitchen: Food for Body and Soul*. New York: Rosen, 1999. 64p. RL 6.6.
Describes the influences on and the evolution of African-American cooking. Includes recipes and suggestions for healthy cooking.
- Gedatus, Gustav Mark. *Bicycling for Fitness*. Mankato, MN: LifeMatters, c2001. 64p. RL 6.3.
Explains the benefits of biking for fitness, what a workout includes, and how to design a program. Also includes information on choosing the right bike and equipment, adjusting and maintaining a bike, and riding laws and safety measures.
- Hinton, S.E. *That was Then, This is Now*. New York: Viking, 2001, c1967. 352p. RL 7.0.
While the war between Greasers and Socs has subsided somewhat, drugs have entered their world with a vengeance, and the closeness between Bryon and Mark is in the balance.
- Nixon, Joan Lowery. *The Ghosts of Now*. New York: Dell, 1992. 179p. RL 5.7.
With her brother in a coma following a hit-and-run accident, a high school senior investigates the incident, stirring up animosity in the small, west Texas community where her family has recently moved.
- Pitt, Matthew. *Drag Racer*. New York: Children's Press, c2001. 48p. RL 5.7.
Photographs and text provide information about the history and modern practice of drag racing. Includes a word list and related websites.
- Sobey, Edwin J.C. *How to Enter and Win an Invention Contest*. Berkeley Heights, NJ: Enslow, c1999. 104p. RL 5.0.
Describes the history and process of invention and lists national middle school and high school level invention contests and entrance rules, regional inventors' clubs, and ideas for projects.
- Thompson, Luke. *Sprint Car*. New York: Children's Press, c2001. 48p. RL 4.9.
Text and color photos present the history of sprint cars and describe sprint car races, drivers, and the cars themselves.
- Wrede, Patricia C. *Searching for Dragons*. New York: Scholastic, 1992, c1991. 242p. RL 6.5.
With the aid of King Mandanbar, Princess Cimorene rescues the dragon Kazul and saves the Enchanted Forest from a band of wicked wizards.

Start-to-Finish® Reading List

Lexile Levels

The Start-to-Finish® titles listed below were evaluated using the paperback book format only. By using the word-by-word highlighting and digitized speech on the computer, students have access to books with higher Lexile scores than a teacher might recommend.



Grade	Reader Measures (Interquartile Range, Mid-Year)	Text Measures (from Lexile Framework Map)
1	up to 300L	200L to 400L
2	140L to 500L	300L to 500L
3	330L to 700L	500L to 700L
4	445L to 810L	650L to 850L
5	565L to 910L	750L to 950L
6	665L to 1000L	850L to 1050L
7	735L to 1065L	950L to 1075L
8	805L to 1100L	1000L to 1100L
9	855L to 1165L	1050L to 1150L
10	905L to 1195L	1100L to 1200L
11 and 12	940L to 1210L	1100L to 1300L

Start-to-Finish Books

Title	Lexile Level	Grade Equivalency
Adventure of the Speckled Band, The	510	2-3
Adventures of Huckleberry Finn, The	390	1-2
After the Buffalo Jump: A Story of the Blackfoot Nation	700	3-4
Alcatraz, The Rock	270	1
Ali: The Greatest	470	2
Anne of Green Gables	500	2-3
Big Ben is Dead	450	2-3
Black Beauty	480	2-3
Border Crossing	360	1-2
Christmas Carol, A	300	1-2
Crossbow Mystery at Yellowstone Park, The	370	1-2
Earthquake!	720	4
Edgar Allan Poe Collection	370	1-2

Title	Lexile Level	Grade Equivalency
Flo-Jo: The Story of Florence Griffith Joyner	540	3
Frankenstein	470	2-3
Frederick Douglass: A Hero for All Times	580	3
Graveyard Mystery, The	200	1
Harriet Tubman: The Moses of Her People	660	3-4
Home Run Heroes	570	3
Hurricane!	590	3
I Am Vallejo!	420	2
Jack London Collection	650	3-4
Jackie Robinson and the American Dream	650	3-4
Japanese Americans: Prisoners at Home, The	590	3
Jim Thorpe: Athlete of the Twentieth Century	690	3-4
King Lear	470	2-3
Liddy and the Volcanoes	600	3-4
Little Women	380	1-2
Macbeth	420	2
Mark Twain Collection	450	2-3
Night of the Loch Ness Monster, The	470	2-3
On Strike! The Story of Cesar Chavez	630	3-4
Prince and the Pauper, The	420	2
Red Badge of Courage	370	1-2
Romeo and Juliet	380	1-2
Rosa Parks: Freedom Fighter	550	3
Sacagawea: The Trip to the West	530	2
Scandal in Bohemia, A	480	2-3
Secret of Old Mexico, The	470	2-3
Silver Blaze	540	3
Story of Anne Frank, The	540	3
Treasure Island	420	2
Tuskegee Airmen, The	670	3-4
When Horses Are Gone: A Story of the Nez Perce Indian Tribe	630	3
Wilt Chamberlain: NBA Giant	610	3

