

# Recommended Reading List for Level I

*Fahrenheit 451*

Ray Bradbury

*Code Talker*

Joseph Bruchac

*The Time Machine*

H. G. Wells

*The Color of Magic*

Terry Pratchett

*Watership Down*

Richard Adams

*Jane Eyre*

Charlotte Brontë

*The Beekeeper's Apprentice*

Laurie R. King

*The Hound of the Baskervilles*

Sir Arthur Conan Doyle

*David Copperfield*

Charles Dickens

*Frankenstein*

Mary Shelley

*To Kill a Mockingbird*

Harper Lee

*archy and mehitabel*

Don Marquis

*I, Juan de Pareja*

Elizabeth Borton de Trevino

*Across Five Aprils*

Irene Hunt

*Farewell to Manzanar*

Jeanne Wakatsuki Houston

and James D. Houston

## Preview of Level III

Level III will help you summarize a paragraph while considering the whole passage and then explain how you put your summary together.

## Instructor's Comments

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# Kumon Reading Program

## Level II

## Paragraph Ideas

Student Name: \_\_\_\_\_

Starting Date: \_\_\_\_\_

Completion Date: Your Goal

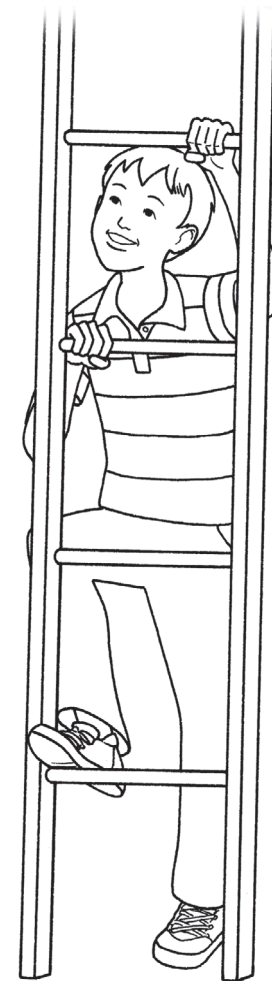
Jan      April      July      Oct

Feb      May      Aug      Nov

Mar      June      Sep      Dec

The goal is based upon your individual abilities. It takes into account the number of pages you are currently able to complete per day and the number of repetitions necessary to ensure mastery of the worksheets.

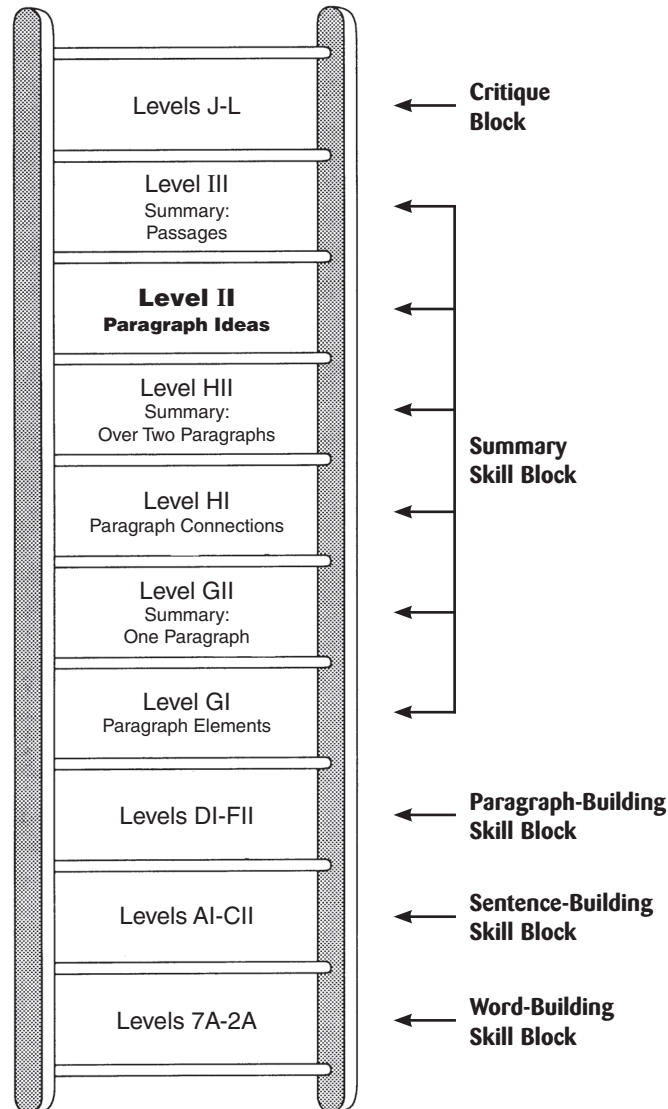
## Climbing the Ladder to Success in Reading



## Goals of Level II

In Level II, you will study the context of longer passages by identifying and expanding on the central idea. You will also broaden your view on Level I texts by considering an outsider's opinion while justifying your own, and you will draw reasoned conclusions by inferring from the information given in a passage.

## Kumon's Ladder to Success



## Contents of Level II

Worksheet Number	Section
1-50	Reading with a Broader View
51-170	Expanding on Ideas
171-200	Inference

## Skills and Benefits of Level II

You will begin Level II considering an outsider's opinion of a text but still justifying your own. You will then work with longer passages by identifying and expanding on the central theme. Finally, you will practice reading between the lines of text, or "inferring" information from texts. Exercising these skills will help you look into the nuances—or subtle variations in meaning—of a passage to consider what may lie beyond the obvious elements, such as a deeper message the author is trying to convey or certain expressions that may tell you about the time period in which a text was written. These skills will help you understand the external and internal contexts of a passage and give you greater resources for understanding the author's intentions as well as the actual effect of a story. Level II has stories for the imagination with *The Color of Magic*, the intellect with *To Kill a Mockingbird*, and the emotions with *Code Talker*. You are encouraged to read these and the other titles on this level, especially those that are also on the Recommended Reading List, in their entirety.

## Level II Sample Worksheets

II 40b

But the fruits were very delightful, one, in particular, that seemed to be in season all the time I was there—a flowery thing in a three-sided bush—was especially good, and I made it my staple.

From *The Time Machine* by H. G. Wells

*Illustration*

The world of the future turns out to be not quite what the narrator expected. It reflects the pessimistic view the author had of capitalism being allowed to run unchecked.

<sup>1</sup> From what you have learned about the people of the future, do you think they are advanced? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

**□** The *Time Machine* (1895) was H. G. Wells's first science-fiction novel and helped to build his reputation as a scientific prophet. He also wrote the science-fiction classic *The War of the Worlds*.

II 83b

relaxing on that patio It was a fine, calm day, though very cold. I was tired of sitting still in the library through a whole long morning. Mrs. Fairfax had just written a letter which was waiting to be posted; so I per on my haunch and took and volunteered to carry it to Har- the distance, two miles, would be a pleasant winter afternoon walk.

<sup>1</sup> Explain what the narrator offered to do one afternoon.  
The narrator offered to \_\_\_\_\_  
\_\_\_\_\_ which she thought \_\_\_\_\_

<sup>2</sup> Give two reasons why the narrator offered to do the above.  
• The narrator had acceded Adèle's holiday because \_\_\_\_\_  
• The narrator was \_\_\_\_\_

<sup>3</sup> The narrator's feelings towards the other members of the household at Thornfield seemingly spurred her into doing the above. Which of the underlined parts best explains how she felt about them?  
[ ]

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