

Recommended Reading List for H

Jacob Have I Loved

Katherine Paterson

The Secret Garden

Frances Hodgson Burnett

The Hobbit

J. R. R. Tolkien

Kidnapped

Robert Louis Stevenson

The Old Man and the Sea

Ernest Hemingway

King of the Wind

Marguerite Henry

Fever, 1793

Laurie Halse Anderson

Cry, the Beloved Country

Alan Paton

The Adventures of Arsène Lupin,

Gentleman-Thief

Maurice Leblanc

The Story of My Life

Helen Keller

So Much to Tell You

John Marsden

Around the World in Eighty Days

Jules Verne

Shipwreck at the

Bottom of the World

Jennifer Armstrong

Roll of Thunder, Hear My Cry

Mildred D. Taylor

Escape: The Story

of the Great Houdini

Sid Fleischman

Preview of Level II

In Level II, you will identify and expand on the central idea of a passage covering several paragraphs. You will also consider outsiders' opinions and infer meaning from information in a text.

Instructor's Comments

Kumon Reading Program

Level III

**Summary:
Over Two Paragraphs**

Student Name: _____

Starting Date: _____

Completion Date: Your Goal _____

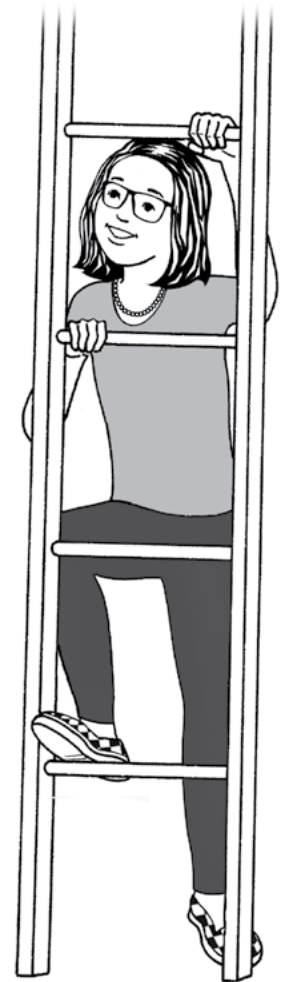
Jan April July Oct

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.

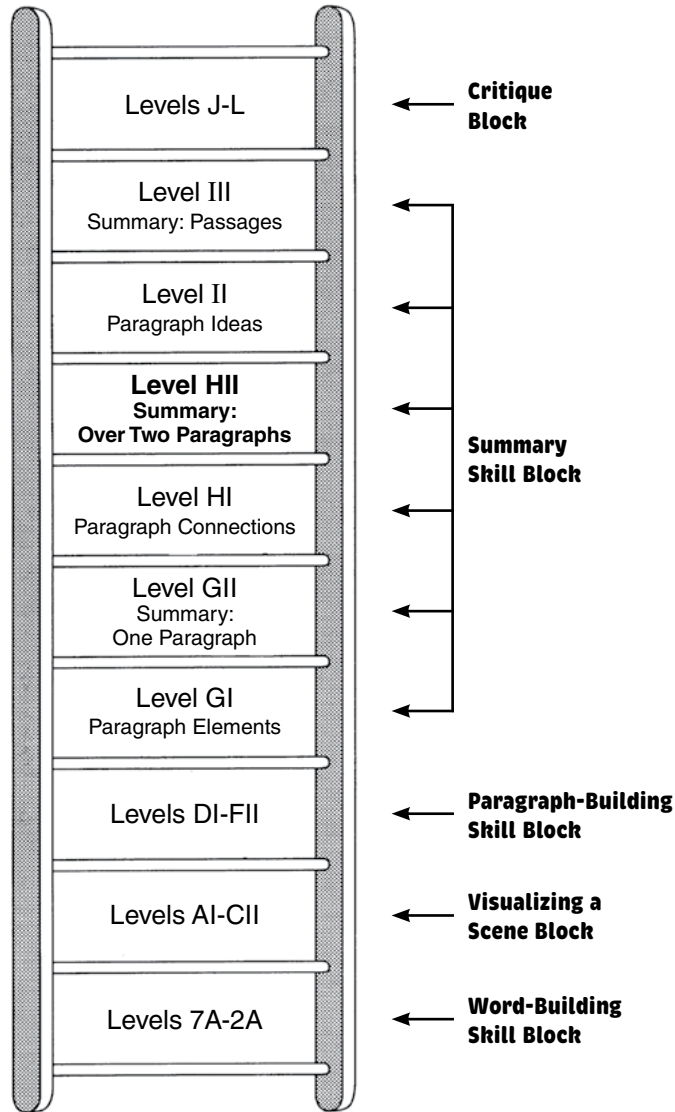
Climbing the Ladder to Success in Reading



Goals of Level HII

Your study of summary writing will continue in Level HII by summarizing a paragraph of a passage by identifying key words and the relationships between them. You will also use your knowledge of how paragraphs are connected to answer questions covering two paragraphs.

Kumon's Ladder to Success



Contents of Level HII

Worksheet Number	Section
1 - 50	Summary Method Level H: Key Word Relationships
51 - 170	Summarizing over Paragraphs
171 - 200	Comprehension Check Level H

Skills and Benefits of Level HII

In Level HII, you will use a diagram of key words to indicate what pieces of information in the passage should be used in the summary and refer to statements that advise you why other pieces should be omitted. You will then write summaries identifying key words and the relationships between them. Lastly, you will answer comprehension questions that cover information in two paragraphs. It is necessary to know what information from a passage should be included in a summary and to ensure the key words are used. However, it is just as important to recognize information that is not closely related to the topic and should be omitted. These skills will streamline your writing and help you pack more significant information in fewer words for a stronger composition. You will do some exploring of different time periods in Level HII, including Ancient Rome and Colonial America, a lost empire deep in Cambodia, and learn a little about how the English language was “born” from many “parents.”

Level HII Sample Worksheets

HII 16b

Read the passage, underlining key words as you do so. Then do the exercise.

Zebra, like horses, evolved from a herbivore called *Hyracotherium*, which scientists believe is also the ancestor of tapir-¹hoofed animals native to tropical America and Malaysia—and rhinoceroses. Unlike horses, however, zebras are unpredictable in character, becoming more aggressive with age. As a result, they have never been domesticated.

Summarize the passage in one sentence. You may use the topic to help you.

[TOPIC]

How zebras evolved from *Hyracotherium*

Check that you do the following:

- Try to have an overview of the key words in your mind.
- Use “Zebra, like horses, . . . but . . .” to explain what zebras and horses have in common and what makes them different from each other.
- Include the word “herbivore,” but omit the explanation of what *Hyracotherium* is also the ancestor of, as it is less relevant to the topic.

[SUMMARY]

Key words [] Composition []

KUMON HII 55a

Summarizing over Paragraphs 1

Daddy-Long-Legs

On side a and side b, read the passage and then complete the summary, using the key words highlighted where given.

“No, ma’am,” Jerusha murmured, since some reply seemed to be expected.

“Today at the meeting, your future was brought up.”

“Mrs. Lippett allowed for a moment of silence, then resumed in a slow, placid manner extremely trying to her hearer’s tightened nerves.

“Usually, as you know, children are not kept after they are sixteen, but an exception was made in your case. You had finished our school at fourteen, and having done well in your studies—not always in your conduct—it was determined to let you go on in the village high school.”

“Now you are finishing that, and the applan cannot be responsible any longer for your support.”

“As it is, you have had two years more than most.”

“—If Jerusha muttered, “No,” and Mrs. Lippett said that Jerusha’s _____ earlier that day.

“—Usually, orphans were not kept after the age of sixteen, but Jerusha was an exception, and having done well in her studies, went on to the village high school; however, _____.”

Marking box for a Key words [] Composition []