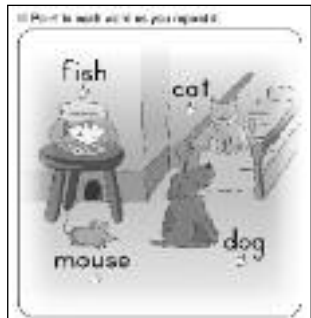
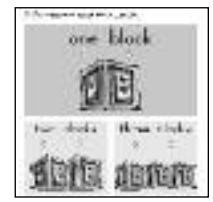
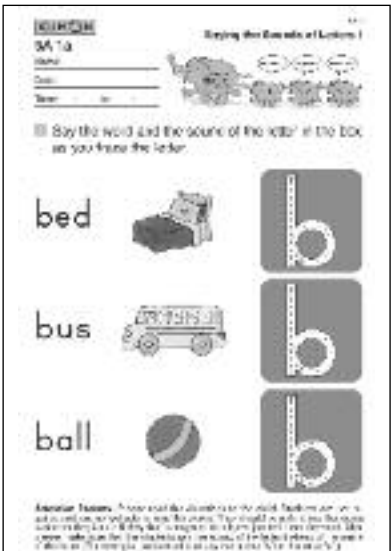
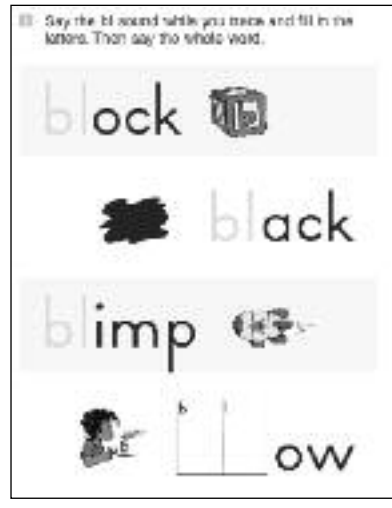
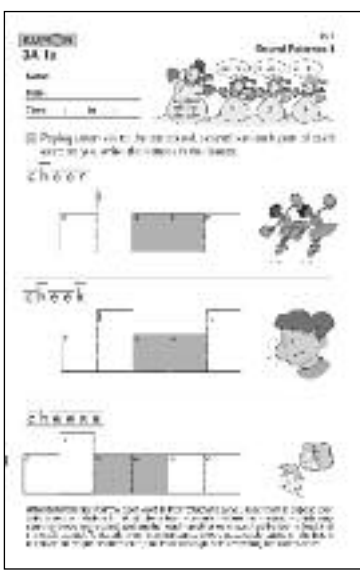


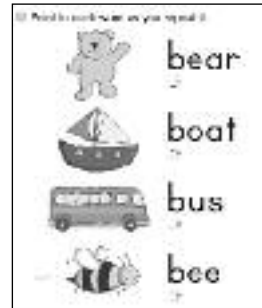
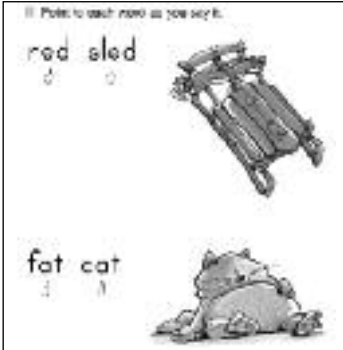


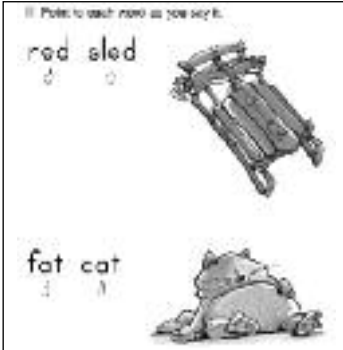





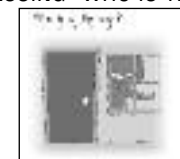





Word Building Block																	
Highlights	7A	SCT	6A	SCT	5A	SCT	4A	SCT	3A	SCT	2A	SCT	Highlights				
	Number																
	Enjoyable “look, listen and repeat” exercises and colorful illustrations help pre-readers develop phonemic awareness of the beginning sounds of words, build a sight word vocabulary, and make the connection between spoken and written language.		Students continue to build a sight word vocabulary, adding longer phrases and more advanced words. Students recite familiar rhyming words in preparation for phonics study.		Students develop more pre-reading skills by saying individual sounds while tracing letters. Toward the end of the level, students begin to put together simple three-letter words.		Students continue to develop pre-reading skills by saying words with consonant blends, consonant digraphs, consonant-controlled vowels, and long vowels produced by the silent e.		Students master pre-reading skills by trying to decode words with various vowel combinations (digraphs, diphthongs), two-syllable words with middle double consonants, and two-syllable compound words.		Students identify nouns, verbs and adjectives, and use them within sentences. Students learn the singular and plural forms of nouns and verbs, and the comparative and superlative forms of adjectives.						
Number	Number																
1-10	CONNECTING WORDS TO FAMILIAR OBJECTS		RECOGNIZING FAMILIAR WORDS		SAYING THE SOUNDS OF LETTERS		CONSONANT COMBINATIONS		SOUND PATTERNS <i>Vowel Combinations</i>		SOUND-PART PUZZLE		1-10				
11-20													11-20				
21-30													21-30				
31-40													31-40				
41-50													41-50				
51-60													51-60				
61-70	SAYING WORDS WITH THE SAME SOUND		SAYING RHYMING WORDS				RIDDLES		FUNCTION OF WORDS <i>Nouns, Verbs, Adjectives</i>		61-70						
71-80													FIVE-MINUTE FAIRY TALES		71-80		
81-90															81-90		
91-100															91-100		
101-110															101-110		
111-120					111-120												
121-130	PUTTING WORDS TOGETHER								COMPOUND WORDS		121-130						
131-140															FIVE-MINUTE FAIRY TALES		131-140
141-150																	141-150
151-160																	151-160
161-170																	161-170
171-180			GUESSING “WHO IS THERE?”		SAYING RHYMING POEMS		PUTTING SOUNDS TOGETHER		CHANGING LETTER SOUNDS								COMPOUND WORDS
181-190									FIVE-MINUTE FAIRY TALES		181-190						
191-200											191-200						
191-200											191-200						

SCT: Standard Completion Time (Min./Sheet). This is the set time in which the student should complete and correct the worksheet. SCT is not used in Levels 7A-3A.

## Sentence Building Block

Highlights	AI	SCT	AII	SCT	BI	SCT	BII	SCT	CI	SCT	CII	SCT	Highlights
	Number												
Students study the structure of simple sentences and learn expressions which convey attitude or intention, such as "can," "must," "may" and "should." Students learn to write negative sentences, questions and sentences using the past tense.			Through reading stories and answering questions, students improve reading comprehension and writing skills. Punctuation, spelling and capitalization are also solidified. Students learn to recognize a sequence of thoughts developed within a short paragraph.		Students refine their ability to identify subject and predicate in longer sentences containing modifiers such as adjectives and adverbs. Students conjugate irregular verbs, as well as study pronouns, prepositions and irregular plurals of nouns.		Students learn to define words using context clues in the stories; to identify main ideas within a story to better understand the story as a whole; and to compare and contrast actions, characters and information from a passage.		Students refine their ability to identify subjects, verbs and objects, and learn how to conjugate the future, progressive and perfect tenses. Students continue studying punctuation. Students begin writing complete sentences independently.		Students learn to construct and respond to questions using who, what, where, when, why and how; to interpret information in charts; to organize information from passages into a chart format; and to write answers independently.		
Number													
1-10	SIMPLE SENTENCES <i>Subjects, Predicates</i>		WRITING FROM MEMORY		SUBJECT AND PREDICATE		DEFINING WORDS		PARTS OF A SENTENCE		ELEMENTS OF STATEMENTS		1-10
11-20													11-20
21-30													21-30
31-40													31-40
41-50													41-50
51-60			STORY 1 <i>The Fire Cat</i>		EXPRESSIONS IN THE PAST		STORY 1 <i>In the Great Meadow</i>		EXPRESSIONS OF LANGUAGE		STORY 1 <i>The Dragonfly of Lookout Mountain</i>		51-60
61-70	BASIC EXPRESSIONS		SENTENCE TOPICS				IDENTIFYING IDEAS				ORGANIZING INFORMATION		61-70
71-80													71-80
81-90					STORY 1 <i>Rip Van Winkle</i>								81-90
91-100					MODIFIERS								91-100
101-110			STORY 2 <i>Purple, Green and Yellow</i>				STORY 2 <i>The Cricket in Times Square</i>						101-110
111-120	STORY 1 <i>Moon Cat</i>		THOUGHT SEQUENCE						STORY 1 <i>The Chinese Artist</i>		STORY 2 <i>Casey Webber</i>		111-120
121-130	MAKING SHORT SENTENCES				MAKING STATEMENTS		COMPARING AND CONTRASTING		CONSTRUCTING SENTENCES INDEPENDENTLY		SYNTHESIZING IDEAS		121-130
131-140													131-140
141-150													141-150
151-160													151-160
161-170													161-170
171-180	VOCABULARY REVIEW		VOCABULARY REVIEW		VOCABULARY REVIEW		VOCABULARY REVIEW		VOCABULARY REVIEW		VOCABULARY REVIEW		171-180
181-190													181-190
191-200	STORY 2 <i>The Four Squirrels</i>		STORY 3 <i>Grandpa's Visit</i>		STORY 2 <i>The Velveteen Rabbit</i>		STORY 3 <i>Wonder Kid Meets the Evil Lunch Snatcher</i>		STORY 2 <i>How Willy Got His Wheels</i>		STORY 3 <i>Homer Price</i>		191-200

## Paragraph Building Block

Highlights	DI	SCT	DII	SCT	EI	SCT	EII	SCT	FI	SCT	FII	SCT	Highlights																					
	Paragraph Building Block																																	
Number														Number																				
1-10	COMBINING SENTENCES		TOPIC		CLAUSES		SEQUENCE AND IMAGERY		REFERRING WORDS		UNRAVELING TEXT		1-10																					
11-20	<td rowspan="10">2-4</td> <td rowspan="10"> <td rowspan="10">2-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>11-20</td> </td></td></td></td></td>	2-4	<td rowspan="10">2-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>11-20</td> </td></td></td></td>	2-4	<td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>11-20</td> </td></td></td>	3-4	<td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>11-20</td> </td></td>	3-4	<td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>11-20</td> </td>	3-5	<td rowspan="10">3-5</td> <td>11-20</td>	3-5	11-20																					
21-30																							21-30											
31-40																								31-40										
41-50																								41-50										
51-60															RECOMMENDED READING 1 <i>Black Beauty</i>	2-4			RECOMMENDED READING 1 <i>The Red Pony</i>	3-4			STORY 1 <i>Boy</i>	3-5	51-60									
61-70															MAIN IDEA	2-4			UNDERLINING	3-4	<td rowspan="4">3-5</td> <td rowspan="4"> <td rowspan="4">3-5</td> <td>61-70</td> </td>	3-5	<td rowspan="4">3-5</td> <td>61-70</td>	3-5	61-70									
71-80																																	71-80	
81-90																																		81-90
91-100													RECOMMENDED READING 1 <i>The Wizard of Oz</i>	2-4													RECOMMENDED READING 1 <i>The Princess and the Goblin</i>	3-4					STORY 2 <i>The Yearling</i>	3-5
101-110													STATEMENTS FROM PARAGRAPHS	2-4	RECOMMENDED READING 2 <i>Old Yeller</i>	2-4	GRAPHING AND CHARTING	3-4	RECOMMENDED READING 2 <i>Secret of the Andes</i>	3-4	<td rowspan="10">3-5</td> <td rowspan="10">CONCISION</td> <td rowspan="10">3-5</td> <td>101-110</td>	3-5	CONCISION	3-5	101-110									
111-120	<td rowspan="10"> <td rowspan="10">2-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>111-120</td> </td></td></td></td></td>	<td rowspan="10">2-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>111-120</td> </td></td></td></td>	2-4	<td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>111-120</td> </td></td></td>	3-4	<td rowspan="10">3-4</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>111-120</td> </td></td>	3-4	<td rowspan="10">3-5</td> <td rowspan="10"> <td rowspan="10">3-5</td> <td>111-120</td> </td>	3-5	<td rowspan="10">3-5</td> <td>111-120</td>	3-5	111-120																						
121-130																													121-130					
131-140																														131-140				
141-150																														141-150				
151-160																														151-160				
161-170																														161-170				
171-180												VOCABULARY REVIEW	2-4		VOCABULARY REVIEW	2-4	VOCABULARY REVIEW		3-4	VOCABULARY REVIEW					3-4	VOCABULARY REVIEW	3-5	VOCABULARY REVIEW	3-5	171-180				
181-190																																		
191-200												RECOMMENDED READING 2 <i>Li Lun, Lad of Courage</i>	2-4		RECOMMENDED READING 3 <i>Island of the Blue Dolphins</i>	2-4	RECOMMENDED READING 2 <i>Alice in Wonderland</i>		3-4	RECOMMENDED READING 3 <i>The Shakespeare Stealer</i>					3-4	STORY 2 <i>Caddie Woodlawn</i>	3-5	STORY 3 <i>Julie of the Wolves</i>	3-5	191-200				

SCT: Standard Completion Time (Min./Sheet). This is the set time in which the student should complete and correct the worksheet.

# KUMON TABLE OF LEARNING MATERIALS • READING (G~L)

Summary Block					Critique Block								
Highlights	G	SCT	H	SCT	I	SCT	J	SCT	K	SCT	L	SCT	Highlights
	Students learn to condense important information from a passage into a summary one third of the length of the original passage. Students are formally introduced to story elements such as plot, character and setting.			Students develop greater sensitivity to authors' use of descriptive language. Summation exercises help students focus on specific points within passages. Vocabulary exercises introduce Greek and Latin suffixes, prefixes and roots.		Students analyze the persuasive writing style found in speeches, advertisements and political documents. They also learn the components and strategies of the more formal "argument." The level concludes with a study of précis, the most complex form of summary.		With exercises focusing on structure, theme and character, students are introduced to a closer reading of text than in previous levels. Students develop an understanding of how a writer's intentions are reflected in various aspects of the work under consideration.		Students deepen their understanding of the elements of literature, such as plot, setting, atmosphere, irony and comedy, to improve their ability to read critically. Students also enhance their ability to read critically by writing comments about excerpts of novels, poetry and plays.		Students begin understanding the elements of figurative language, such as metaphors, similes and symbols, to improve their ability to read critically. Students also develop their ability to express the meaning of phrases, sentences and passages in their own words.	
Number													Number
1-10	POINT MAKING ("Internal Earth Changes," "Food and Nutrition," "Food Fight")	4-7	FACT AND OPINION ("The Treasures of King Tutankhamen," "The Trigger Effect")	4-7	PERSUASION (A Speech by Eisenhower)	5-8	AN INTRODUCTION TO CRITICAL READING ("A White Heron," <i>To Kill a Mockingbird</i> )	7-10	PLOT ( <i>NTC's Dictionary of Literary Terms</i> , <i>Aspects of the Novel</i> , <i>Macbeth</i> , <i>The Spy Who Came in from the Cold</i> )	7-10	FIGURATIVE LANGUAGE ( <i>The Norton Introduction to Poetry</i> , Reading Poetry, <i>The Poetry of William Blake</i> , <i>Bliss</i> , <i>The Garden-Party</i> )	9-14	1-10
11-20													11-20
21-30		5-8		5-8		6-9		6-9		9-14		21-30	
31-40													31-40
41-50	THEME ("Dove," <i>Torch-Bearers of History</i> , "Dance")	4-7	PASSAGE ORGANIZATION ("On the Level," "I Have a Dream," "Militant Suffragists")	4-7	ARGUMENT ("War and Poverty," "Peace in the Atomic Age")	5-8	READING 1 <i>Dancing at the Edge of the World</i>	4-6	SETTING AND ATMOSPHERE ( <i>NTC's Dictionary of Literary Terms</i> , <i>The Poetry of Coleridge</i> , <i>Hamlet</i> )	7-10	INTERPRETATION ( <i>The Norton Introduction to Literature</i> , <i>Literature: Thinking, Reading and Writing Critically</i> , <i>Lord of the Flies</i> , <i>The Poetry of T.S. Eliot</i> )	9-14	41-50
51-60													51-60
61-70		5-8		5-8		6-9	PASSAGE STRUCTURE ( <i>Essays of E.B. White</i> , <i>The White Album</i> , <i>The Medusa and the Snail</i> , <i>The Big Sea</i> , "To Hell with Dying")	7-10					61-70
71-80													71-80
81-90													81-90
91-100	RECOMMENDED READING I <i>The Diary of Anne Frank</i>	2-4	RECOMMENDED READING I <i>The Story of My Life</i>	2-4	RECOMMENDED READING I <i>My Family and Other Animals</i>	2-4			IRONY ( <i>NTC's Dictionary of Literary Terms</i> , <i>Irony and the Ironic</i> , <i>King Oedipus</i> )	7-10			91-100
101-110	STORY ELEMENTS <i>The Call of the Wild</i>	4-7	INTERPRETATION OF LANGUAGE ( <i>The Old Man and the Sea</i> )	4-7	DESCRIPTION ( <i>Pale Horse, Pale Rider</i> )	5-8				9-14	TRAGEDY ( <i>Introduction to Literature</i> , <i>Macbeth</i> )		101-110
111-120													111-120
121-130		5-8		5-8		6-9	READING 2 <i>Thinking on Paper</i>	5-7	COMEDY ( <i>A Glossary of Literary Terms</i> , <i>A Midsummer Night's Dream</i> , <i>The Importance of Being Earnest</i> )	7-10			121-130
131-140													131-140
141-150	SUMMARY ( <i>A Wrinkle in Time</i> , "The Gift of the Magi")	4-7	SUMMATION ( <i>The Adventures of Tom Sawyer</i> )	4-7	PRÉCIS ( <i>Dr. Jekyll and Mr. Hyde</i> )	5-8	CHARACTER ANALYSIS ( <i>Pride and Prejudice</i> , <i>Adventures of Huckleberry Finn</i> )	7-10		9-14			141-150
151-160													151-160
161-170		5-8		5-8		6-9			CONTENT EVALUATION ( <i>Approach to Literature</i> , <i>Pride and Prejudice</i> , <i>Brave New World</i> )	7-10			161-170
171-180													171-180
181-190													181-190
191-200	RECOMMENDED READING II "The Happy Prince"	2-4	RECOMMENDED READING II <i>Daddy-Long-Legs</i>	2-4	RECOMMENDED READING II <i>The Beekeeper's Apprentice</i>	2-4	READING 3 <i>A Writer's Time</i>	4-6					191-200