

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 HII

Level HII will develop your summarization skills using key words to summarize text. You will also answer questions related to two paragraphs of text.

Instructor's Comments

Kumon Reading Program

Level HI

Paragraph Connections

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

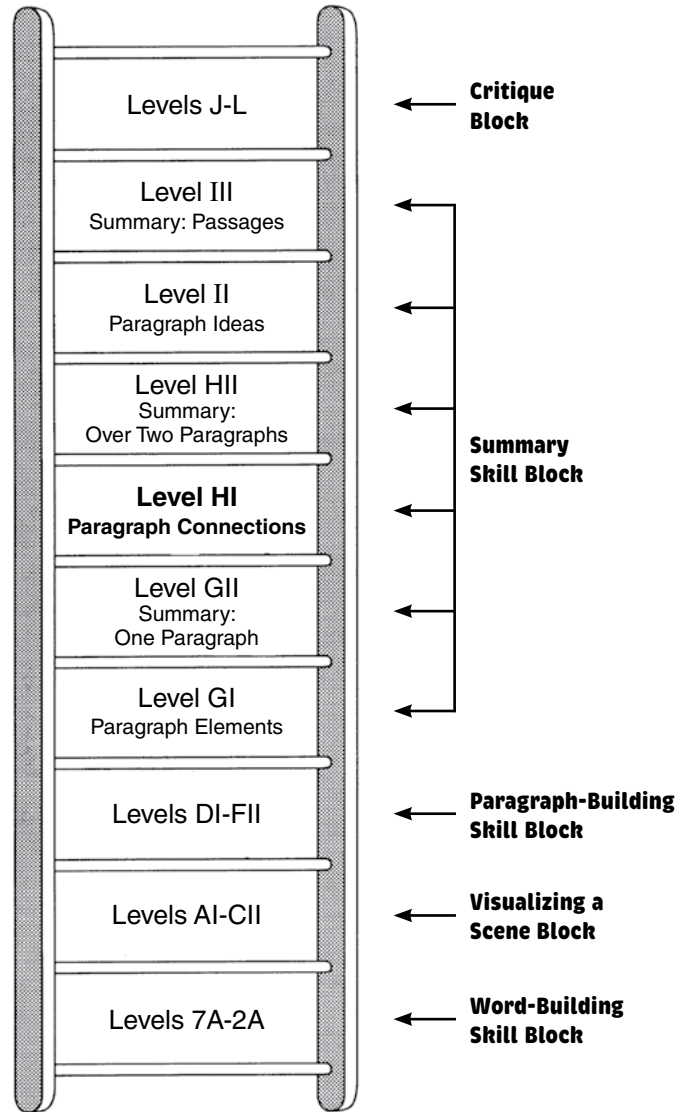


KUMON®

Goals of Level HI

In Level HI, you will further your study of paragraphs by learning how paragraphs in a passage connect to each other. You will develop your own perspectives on a text and justify your own opinions, while also recognizing variations or contrasts in the actions or mood of characters in text.

Kumon's Ladder to Success



Contents of Level HI

Worksheet Number	Section
1 - 50	Reading Perspectives
51 - 170	Paragraph Connections
171 - 200	Character Variations

Skills and Benefits of Level HI

As Level HI begins, you comment on passages of text to develop your own perspectives and justify your opinions of what you have read. You will then identify how paragraphs are connected to each other. You will continue your consideration of characters in a text by identifying contrasts or variations in their actions or mood. Going beyond identifying one topic element of a single paragraph (as in GI), Level HI allows you to see how a passage is built step-by-step into a piece of writing with many points that convey a unified message. These skills will help you successfully execute writing tasks in upcoming Kumon Reading levels and in school, such as book reports and essays. *Around the World in Eighty Days* by Jules Verne is featured in this level, and the remaining selections live up to that title as a theme. Story settings include South Africa, the American South, the South Pole, the United Kingdom, Canada, Australia, and (briefly) India. There is also the land of *The Hobbit*, *The Lost World*, a mystery on land, and one on the sea.

Level HI Sample Worksheets

HI 26b

The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it.

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1) With reference to the passage, explain how you think Helen felt on the day her teacher, Miss Sullivan, arrived.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1) Miss Sullivan taught Helen how to finger spell in sign language by pressing each finger into the palm of her hand.

HI 63b

and reading of the Bible. That done, he drew a picture of the great house that I was bound to, and how I should conduct myself with its inhabitants.

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© "Be soop!e! Davie, in things imaterial," said he. "Bear ye this in mind, that, though gentle born, ye have had a country raising. Dismise shame us, Davie, dismise shame us! Ye your great, musckle! house, with all these domestics, upper and under, show yourself as nice, as circumspect, as quick at the conception, and as slow of speech as any."

1) What did Mr. Campbell wish for the narrator's encounter with his high relations, and for his future?  
In paragraph \_\_\_\_\_, Mr. Campbell wished that the narrator would be \_\_\_\_\_ by his high relations, and that he would \_\_\_\_\_.

2) What did Mr. Campbell advise the narrator not to do in front of his high relations, and why?  
In paragraph \_\_\_\_\_, Mr. Campbell advised the narrator not to \_\_\_\_\_ them in front of his high relations, because although he had been \_\_\_\_\_, he had had \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

1) create capital words  
2) write large