

# Recommended Reading List for E

*The Wizard of Oz*

L. Frank Baum

*Li Lun, Lad of Courage*

Carolyn Treffinger

*Black Beauty*

Anna Sewell

*Old Yeller*

Fred Gipson

*Island of the Blue Dolphins*

Scott O'Dell

*James and the Giant Peach*

Roald Dahl

*The Enormous Egg*

Oliver Butterworth

*It's Like This, Cat*

Emily Cheney Neville

*Charlie and the Chocolate Factory*

Roald Dahl

*Pippi Longstocking*

Astrid Lindgren

*...and now Miguel*

Joseph Krumgold

*Encyclopedia Brown Shows the Way*

Donald J. Sobol

*The Lion, the Witch and the Wardrobe*

C.S. Lewis

*Walk Two Moons*

Sharon Creech

*Maniac Magee*

Jerry Spinelli

*The Borrowers*

Mary Norton

*Bridge to Terabithia*

Katherine Paterson

*Tuck Everlasting*

Natalie Babbitt

*By the Great Horn Spoon!*

Sid Fleischman

*Esperanza Rising*

Pam Muñoz Ryan

## Preview of Level F1

In Level F1, students develop their ability to comprehend passages by analyzing referring words and by interpreting text through restatement, examples, and description. They also develop a better understanding of how to apply information from passages by responding to specific and detailed questions.

## Instructor's Comments

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# Kumon Reading Program

# Level EII

## Paragraph Development

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

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

Completion Date: Your Child's Goal

Jan	April	July	Oct
Feb	May	Aug	Nov
Mar	June	Sep	Dec

The goal is based upon the student's individual abilities. It takes into account the number of worksheets the student is currently able to complete per day and the number of repetitions necessary to ensure mastery learning.

# Climbing the Ladder to Success in Reading

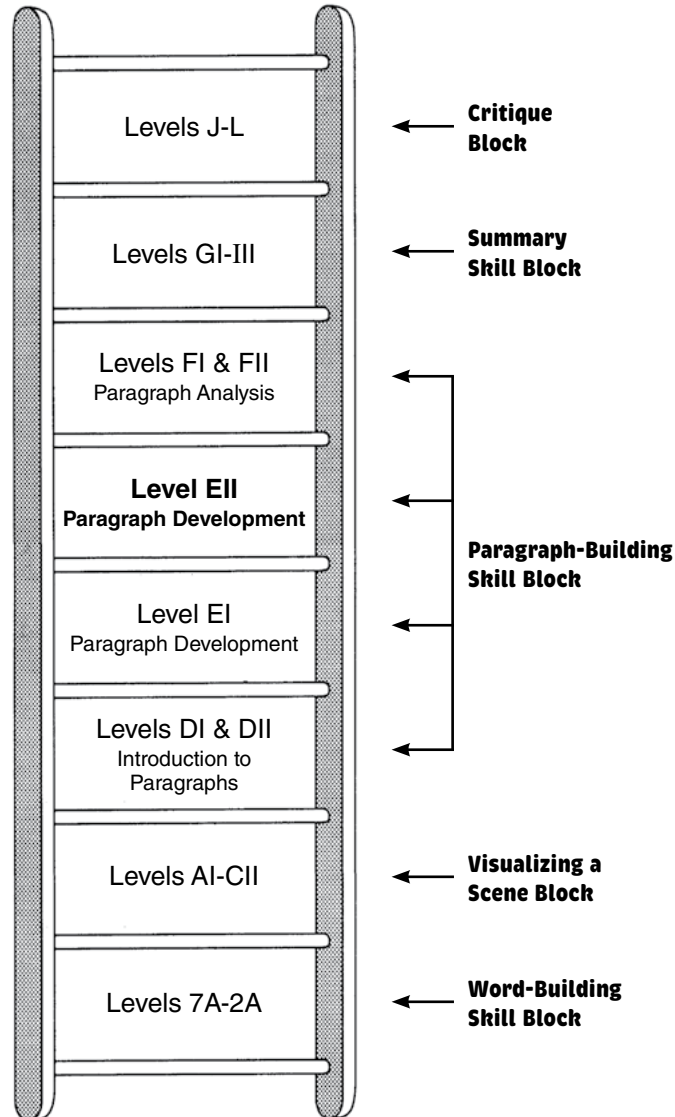


# KUMON®

# Goals of Level EII

The student develops a better understanding of the logical relationship of multiple paragraphs. Diagramming exercises help the student visualize a story, and learn how events in a passage affect a certain result or outcome. Reason and logic exercises build the student's ability to compose answers and develop skills of rephrasing.

## Kumon's Ladder to Success



# Contents of Level EII

Worksheet Number	Section
1 - 50	Sequence and Imagery
51 - 60	Recommended Reading 1: <i>The Red Pony</i>
61 - 100	Underlining
101 - 110	Recommended Reading 2: <i>Secret of the Andes</i>
111 - 170	Reason and Result
171 - 190	Vocabulary Review
191 - 200	Recommended Reading 3: <i>The Shakespeare Stealer</i>

## Skills and Benefits of Level EII

In Level EII, the student continues to develop a better understanding of how multiple paragraphs are related within a passage. Exercises focusing on sequence enable the student to grasp the logical flow of paragraph organization. The student is exposed to exercises focusing on imagery and description. These exercises are designed so that the student gains the ability to visualize a moving image of a story. By answering questions that focus on elements of imagery, sequence and description in a story, the student continues to develop better reading comprehension. Diagramming and underlining exercises are combined to develop the student's reasoning and logic skills. The student reads the excerpt and divides reason and result into diagrams and charts by using skills learned in Level EI. Other exercises ask the student to answer questions that build on reason and result. By the end of Level EII, the student has the ability to compose answers to questions and develop his or her rephrasing and logical reasoning skills.

## Level EII Sample Worksheets

EII 62b

Read the passage and then underline the sentences or sentence parts that answer the questions below.

This story...and now Miguel, is set in New Mexico in the 1950s. Also known as the Land of Enchantment, New Mexico is a beautiful state with mountains, plains and deserts. Here three cultures blend—Native American, Spanish-American and American. Native Americans settled the land thousands of years ago. They built houses and villages of adobe or sun-baked, red clay. In the 1600s, the Spanish arrived and assigned many Spanish names such as "rio" (river) and "pueblo" (people or village). In 1912, New Mexico joined the United States.

- 1) How can Miguel's home state be described? (8 words)
- 2) When did settlers first come to New Mexico? (9 words)
- 3) When did the Spanish arrive? (6 words)
- 4) What is a major event that took place in the 20th Century? (8 words)

KUMON Reason and Result 1 EII 113

EII 113a

100% -80% -60% -40% -20% 0%  
 (minutes) 0 1 2 3 4 5

Continue reading the story and answer the questions.

It was around eight in the evening, and Amanda was heading for grade school, like hundreds of other kids all over town. What made Amanda different was that she was carrying a suitcase, and that's what caught Mantia's eye. He figured she was like him, running away, so he stopped and said, "Hi."

Amanda was suspicious. Who was this white stranger kid? And what was he doing in the East End, where almost all the kids were Black? And why was he saying that?

But Amanda Beale was also friendly. So she stopped and said "Hi" back.

- 1) Why does Mantia stop and say "Hi" to Amanda?  
 \_\_\_\_\_ steps and says "Hi" to Amanda because he sees that she is \_\_\_\_\_ and concludes that she must be \_\_\_\_\_
- 2) Why does Amanda say "Hi" back to Mantia?  
 (Include the word *because* in your answer.)  
 Amanda says "Hi" back to Mantia, \_\_\_\_\_