

Recommended Reading List for F

The Princess and the Goblin

George MacDonald

Alice in Wonderland

Lewis Carroll

The Red Pony

John Steinbeck

Secret of the Andes

Ann Nolan Clark

The Shakespeare Stealer

Gary Blackwood

The House of Dies Drear

Virginia Hamilton

A Wizard of Earthsea

Ursula K. Le Guin

Homesick: My Own Story

Jean Fritz

Dacey's Song

Cynthia Voigt

Beyond the Bright Sea

Lauren Wolk

Bud, Not Buddy

Christopher Paul Curtis

Pictures of Hollis Woods

Patricia Reilly Giff

Souder

William H. Armstrong

From the Mixed-up Files of

Mrs. Basil E. Frankweiler

E. L. Konigsburg

The Wind in the Willows

Kenneth Grahame

Harriet the Spy

Louise Fitzhugh

Number the Stars

Lois Lowry

Prairie Lotus

Linda Sue Park

Black Ships Before Troy

Rosemary Sutcliff

When You Trap a Tiger

Tae Keller

Preview of Level G1

Level G1 is the first level of the Summary Block, which represents the heart of the Kumon Reading Program. Summarization skills are crucial to in-depth comprehension of complex fiction and non-fiction passages. Summarization skills will also prove beneficial for timed achievement tests such as the PSAT and the SAT.

Instructor's Comments

Kumon Reading Program

Level FII

Paragraph Analysis

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.



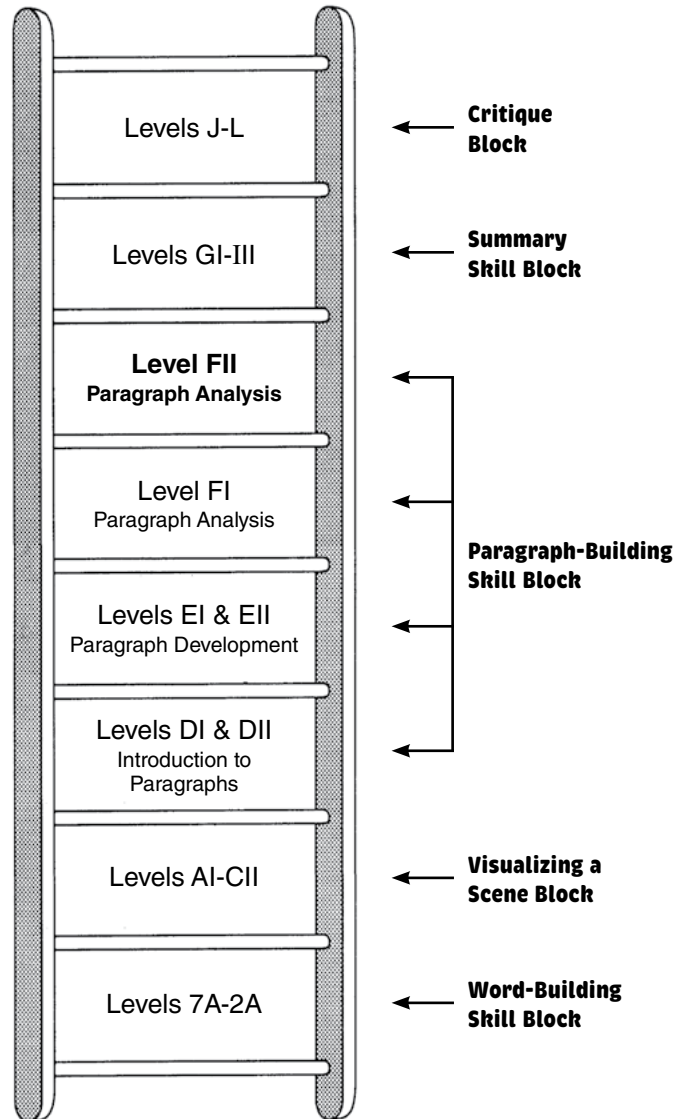
Climbing the Ladder to Success in Reading



Goals of Level FII

Students further develop their understanding and comprehension of paragraphs by analyzing and recounting selections from works of fiction. Concision exercises allow students to enhance their understanding of fictional passages by condensing this information into short, often independent responses. By the end of FII, students will be sufficiently comfortable with reading, analyzing, and synthesizing text to begin the Summary Skill Block, which is the heart of the Kumon Reading Program.

Kumon's Ladder to Success



Contents of Level FII

Worksheet Number	Section
1 - 50	Unraveling Text
51 - 60	Story 1: <i>Boy</i>
61 - 90	Recounting Story Events
91 - 100	Story 2: <i>The Yearling</i>
101 - 170	Concision
171 - 190	Vocabulary Review
191 - 200	Story 3: <i>Julie of the Wolves</i>

Skills and Benefits of Level FII

In Level FII, students apply the sentence and paragraph analysis skills developed in FI by “unraveling,” or breaking down, the meaning of passages in fictional works. Students are prepared for the Summary Skill Block by recounting story events from a passage. Then, in the second half of the level, they complete concision exercises in which they develop the ability to condense information for a deeper comprehension of the text by combining the topic of the passage with its natural conclusion. Additionally, students transition to greater independence and freedom in their responses, requiring them to think logically and analytically about the passages they have read and the questions they are answering, in order to craft meaningful responses.

Level FII Sample Worksheets

KUMON® Unraveling Text 5 FII 47a
FII 47a Treasure Island FII 47
 Name: _____ Date: / / Time: : :
 100% _____ 80% _____ 60% _____ 40% _____ 20% _____
 (minutes) 0 1 2 3

■ Read some more of the story and then do the exercise.

“Black Dog as ever was, come for to see his old shipmate Billy, at the ‘Admiral Benbow’ inn. Ah, Bill, Bill, we have seen a sight of times, as two, since I lost them two talons,” holding up his mangled hand.

“Now, look here,” said the captain; “you’ve run me down; here I am; well, then, speak up; what is it?”

“That’s you, Bill,” returned Black Dog, “you’re as the right of it, Billy; I’ll have a glass of rum from this dear child here, as I’ve took such a liking to; and we’ll sit down, if you please, and talk square, like old shipmates.”

Complete the sentences using the appropriate words in the brackets to unravel the meaning of part of the passage.

Black Dog mentioned the two fingers he had lost. He held up his _____ hand. The captain said that Black Dog had _____ him. “Here I am,” he said. The captain told Black Dog to speak up. He asked him what it was that he wanted.

[jared / killed / found / disguised]

FII 104b

■ Read some more of the story. Then condense the information in each passage according to the focus given.

Perhaps she too felt the loneliness that came with the wind as it passed the cabin outside, and the closeness of a world whose farthest border in the night was the place where the lamp light ended, at the edge of the cabin walls.

1) What caused the loneliness?
 The loneliness came _____, as it passed outside _____.

So she told the boy a story of a mighty flood which the Lord had sent to wash away all the evil in the world. When the story was over, she sent the boy to bed and continued picking out kernels and adding them to the nest mound in the fields of her apron.

2) What the mother did when the story was over
 The mother _____ and _____ when the story was over.