INSTRUCTIONS
Purpose
The Journey to Success Placement Tool is designed to help you place students at the appropriate instructional level in the series. Appropriate placement is the level at which a student is challenged but not frustrated. Use the information you gather from this placement tool together with information you have about a student to determine the Journey to Success book in which a student should start.

Description
The Journey to Success Placement Tool is designed to be given to each student individually. It typically takes 20–30 minutes to administer. The tool is divided into two parts.

Part 1: Word Lists
Part 1 consists of 7 lists of words. Each list has from 20 to 25 words taken from the corresponding Journey to Success book. The lists can give you an idea of the size of a student’s sight vocabulary and an indication of the student’s proficiency at applying decoding skills.

Part 2: Reading Comprehension
Part 2 consists of 7 reading passages, each taken from the corresponding Journey to Success book. Following each passage are five comprehension questions that are typical of those asked in Journey to Success. They include both literal and inferential comprehension questions.

Administering the Tool
Administer the placement tool in a quiet, informal setting. If possible, sit across a table from the student. This seating arrangement allows you to mark the Teacher’s Scoring Guide without distracting the student. Begin by explaining that the purpose of the word lists and reading passages is to place the student in the book that matches his or her reading abilities.

Describe the process this way:
First you will read one or more lists of words out loud. Then you will read one or more reading passages. After you have read a passage aloud, you will have a chance to reread the passage silently. Then I will ask you some questions about what you have read. You may look at the passage as you answer the questions.

Ask if the student has any questions before you begin, and try to ease any test anxiety the student may have.

Administering Part 1
Word Lists
Have the student begin by reading aloud the first word list in the Student Booklet. In your Teacher’s Scoring Guide, put a plus mark (+) next to words that the student reads correctly and a minus sign (–) next to words the student cannot read correctly. In addition, write the student’s incorrect response next to the word. Recording these responses will help you analyze the student’s decoding skills after the tool is administered.

Do not count as an error any word that the student corrects without help from you. Be sure to differentiate between true errors and differences in dialects or accents. If you have difficulty understanding a student’s pronunciation but suspect that the student knows the word, ask the student to use the word in a sentence. If the student misses four words or fewer, go on to the next word list.

Determining When to Stop
Continue administering the word lists until the student misses five words in a given list. At that point, discontinue Part 1 and begin Part 2.
Administering Part 2

Reading Comprehension

To determine where to start a student in Part 2, see the chart on page 6 of the Teacher’s Scoring Guide. Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher’s Scoring Guide, read aloud the introduction to the selection. Then say:

Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I’ll ask you some questions about what you have read. You may refer to the passage when answering the questions.

Word Recognition Errors

As the student reads aloud, underline key words that the student misreads and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Do not count proper nouns or complex content area vocabulary that may be unfamiliar or difficult to decode.

Count the number of key words the student misread or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher’s Scoring Guide.

Comprehension Questions

When a student has finished reading a selection aloud, give him or her the option of reading it again silently before you begin asking the questions listed in the Teacher’s Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selections while answering questions. The answers given in the Teacher’s Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read.

Determining When to Stop

Discontinue Part 2 when the student either misses

• more than the maximum number of key words allowed for that selection, or
• two or more comprehension questions.

Determining Placement

In general, you should begin a student in the Journey to Success book that corresponds to the level at which you stopped testing. Also take into consideration any other information you have. For example, if you have standardized test results for a student, consider those scores as well when placing the student.

Keep in mind that students who have reasonable sight word vocabularies and basic decoding skills but whose general knowledge is weak or who have trouble interpreting what they read may do significantly better on Part 1 than on Part 2. When this occurs, use the results on Part 2 to determine placement. This will help ensure that the student has the appropriate reasoning and comprehension skills to be successful within the Journey to Success program.

Regardless of the level at which you place a student, you should carefully monitor the student’s performance in the first few lessons. If the student is having significant difficulty and exhibits frustration, consider placing the student at the next lower level. Explain that the student will get the best results reading at a level that is both challenging and comfortable. Your personal observations of a student’s reading abilities should inform your placement decisions as well as any adjustments you need to make.
### Introductory Level List
1. the  
2. and  
3. in  
4. he  
5. for  
6. did  
7. not  
8. can  
9. do  
10. all  
11. look  
12. you  
13. have  
14. with  
15. work  
16. stop  
17. come  
18. they  
19. morning  
20. store  

### Level 1 List
1. many  
2. find  
3. busy  
4. fire  
5. believe  
6. hard  
7. police  
8. first  
9. money  
10. street  
11. ready  
12. again  
13. sleep  
14. night  
15. follow  
16. young  
17. these  
18. school  
19. breakfast  
20. would
Level 2 List

1. change
2. building
3. family
4. important
5. sound
6. careful
7. plant
8. farmer
9. everything
10. river
11. which
12. offer
13. famous
14. join
15. appear
16. simple
17. remain
18. terrible
19. common
20. single

Level 3 List

1. steep
2. divide
3. journey
4. polite
5. hollow
6. freeze
7. scared
8. startle
9. silent
10. temperature
11. difficult
12. disappear
13. repair
14. depend
15. power
16. trade
17. arrive
18. explain
19. decide
20. complete
<table>
<thead>
<tr>
<th>Level 4 List</th>
<th>Level 5 List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. avoid</td>
<td>1. appeal</td>
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<td>2. knowledge</td>
<td>2. transport</td>
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<tr>
<td>3. opinion</td>
<td>3. advantage</td>
</tr>
<tr>
<td>4. habit</td>
<td>4. consider</td>
</tr>
<tr>
<td>5. disease</td>
<td>5. convince</td>
</tr>
<tr>
<td>6. freedom</td>
<td>6. caution</td>
</tr>
<tr>
<td>7. improve</td>
<td>7. loan</td>
</tr>
<tr>
<td>8. shelter</td>
<td>8. value</td>
</tr>
<tr>
<td>9. condition</td>
<td>9. challenge</td>
</tr>
<tr>
<td>10. contain</td>
<td>10. establish</td>
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<tr>
<td>11. climate</td>
<td>11. exhausting</td>
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<td>12. distance</td>
<td>12. progress</td>
</tr>
<tr>
<td>13. experiment</td>
<td>13. deny</td>
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<tr>
<td>14. anxious</td>
<td>14. interpret</td>
</tr>
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<td>15. rough</td>
<td>15. effort</td>
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<td>16. stern</td>
<td>16. sacrifice</td>
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<td>17. declare</td>
<td>17. weapon</td>
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<td>18. success</td>
<td>18. import</td>
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<td>19. remove</td>
<td>19. abandon</td>
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<td>20. command</td>
<td>20. dreary</td>
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<td>21. disaster</td>
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<td>23. region</td>
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<td></td>
<td>24. failure</td>
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<tr>
<td></td>
<td>25. survey</td>
</tr>
</tbody>
</table>
Level 6 List

1. sensible
2. unexpected
3. method
4. compromise
5. industry
6. resolve
7. guarantee
8. riot
9. identify
10. monitor
11. reassure
12. eventually
13. involve
14. regulate
15. sympathetic
16. acquaintance
17. grieve
18. accustomed
19. complain
20. indicate
21. possess
22. crisis
23. leisure
24. propose
25. essential
Hal and His Cab

Hal has a cab.
Hal has the hood open.
The hose is old.
The hose has a hole.

Hal has a new hose in his hand.
He puts the new hose in the cab.
Hal closes the hood.
The Crow and the Pitcher

One summer the weather was very dry. All the birds were thirsty. They could not find any water to drink. One day Crow discovered a tall pitcher. It was half full of water. Crow put his head inside. But he could not reach the water.

Crow tried again. He stretched his head into the narrow neck of the pitcher. He still could not get a drink.

Crow thought about what to do next. He tried to push over the pitcher. That did not work, either. The pitcher was too heavy.

Crow was not ready to give up yet. He saw some little stones nearby. He picked one up and dropped it in the pitcher. Then he dropped in another. One by one, he added more stones. With each stone, the water rose a bit. At last the water was high enough. Crow had his drink.
Avoid the Flu

You suddenly feel very tired. Your body hurts all over. You have a sore throat. Soon you get a fever, too. It sounds like you have the flu.

Each year, the flu has a big impact on the U.S. Many people get sick. From 5 to 20 percent of Americans get the flu each year. Millions of people visit doctors. Others must go to the hospital. Even worse, some people die from the flu.

The flu has other costs. Sick people miss work. Some do not get paid. Businesses lose money. And students may miss school. Sometimes schools must close to stop the spread of flu. Parents miss work to stay home with sick children.

It’s easy to catch the flu. But there are things you can do to avoid it. First, you can get a flu shot. The shot lowers your chance of getting the flu. You can also be careful around flu germs. Germs spread when a sick person coughs or sneezes. Germs can live on surfaces for up to 8 hours. Wash your hands often. Don’t touch your eyes, nose, or mouth. Finally, stay home if you are sick. Don’t help the flu spread.
The Benefits of Bats

1 Some people think bats are scary or harmful. But the opposite is true. Bats are important to the environment. They eat pests and help plants. Unfortunately, some North American bats are now in danger. Millions of bats have died from a disease called white-nose syndrome. This disease affects bats’ skin in the winter.

What Bats Are Like

2 Bats live almost everywhere in the world. There are more than 1,300 species of them. Bats look similar to birds. Both animals have wings and can fly. But there are many differences between bats and birds. Bats are mammals. Unlike birds, which lay eggs, bats give birth to live young. Baby bats feed on their mother’s milk. The bodies of bats and birds are also different. A bird’s body is covered in feathers, but a bat’s body is covered in fur. Birds have beaks, but bats have teeth.

What Bats Eat

3 Many bat species are important to agriculture. Some types of plants need bats to pollinate their flowers. Most bats are active at night. The plants that need the help of bats often have white flowers. This makes it easier for bats to find them at night. The bats come to the flowers to eat nectar. Pollen sticks in the bats’ fur. Then the bats carry the pollen to other flowers. This helps farmers grow important crops like bananas and mangoes. Bats are also helpful because they spread seeds. Like some birds, bats eat fruit and drop the seeds in a new location.

4 While some bats eat nectar and fruit, other types eat insects. The insects they eat are often pests, like moths and mosquitoes. A single bat can eat up to its own weight in bugs each night. Bats like the Mexican free-tailed bat live in large groups and together can eat 250 tons of insects a night. This helps farmers because many of these insects harm crops.
The Risks of Too Much Sitting

1 Some people spend a lot of time sitting each day. They might sit in a car or bus to get to and from work. They might sit at a desk all day at work. And when they get home, they might sit some more as they watch TV, study, or use a computer. But too much sitting can be a bad habit and a big problem for your health.

2 Doctors say that sitting too much can increase your chance of obesity. It also increases the risk of heart disease and cancer.

3 Sitting a lot can also cause pain in the muscles in your back and neck. It can be bad for your brain health. Sitting for long periods of time can cause vein problems. Blood in your legs may not move as much when you sit a lot.

4 The problem is not just too much sitting. It is also sitting for long periods at one time. If you sit for 90 minutes or more at a time, your risks are higher. Even people who go to the gym or get other exercise are at risk. Short amounts of activity do not lower the risks of sitting for the rest of the day.

5 What can you do about problems caused by too much sitting? The main solution is to move more and sit less. Doctors recommend that you don’t sit for long periods of time. If you work at a desk or watch a lot of TV, get up and move at least every 30 minutes.

6 You can also find ways to get more movement into your day. For example, instead of calling or sending an email to a coworker, walk over to their desk. Try standing while you're on the phone. Take the stairs instead of the elevator. If you’re watching TV, get up during commercials. Stretch and touch your toes, or do a chore.
The Black Death

1 In the mid-1300s, a horrible disease spread through Europe. Sick people got egg-sized lumps under their arms. Then ugly black spots appeared on their skin. Other symptoms, such as fever, vomiting, and pain, followed. Most sick people died within a few days. Carts came through the streets to collect the dead. The disease was called the Black Death. It struck both rich and poor, big cities and small villages. In just a few years, around 25 million people in Europe died, about one-third of its population.

The Disease Arrives in Europe

2 Many scientists today think the Black Death was bubonic plague, which is caused by a kind of bacteria. Around 1330, bubonic plague spread along trade routes from China. It killed millions. In 1347, ships carrying goods from Asia arrived at Messina on the island of Sicily. Many of the sailors were dead. Others were sick and covered in black sores. When citizens realized the ships carried disease, they ordered them away. But it was too late. The Black Death had arrived in Europe.

3 Fearing the disease, some residents of Messina fled to other towns, carrying the plague with them. The ships that had been turned away landed at other ports, spreading the disease along trade routes. Other ships contributed to the rapid spread of plague throughout Europe.

How It Spread

4 Scientists think rats were the main way the plague spread. Rats and fleas were common in the 1300s. Rats thrived on ships and in filthy, crowded towns. When fleas bit an infected rat, they spread the bacteria to the next rat they bit. When the rats died, the fleas found human hosts. A single flea bite could infect a human.

5 People did not understand the disease. Some thought it was caused by bad air or the movement of the planets. Others thought it was punishment from God. There were no cures.

More Outbreaks

6 Outbreaks of bubonic plague continued from the 1300s to the 1600s, but none were as severe as the Black Death. Plague still occurs today. Today, however, doctors can treat it quickly with antibiotics.
Living with Coyotes

1 A coyote takes a seat on a light rail train in Portland, Oregon. In Chicago, Illinois, a coyote enters a downtown sandwich shop and lies down in a drink cooler. In New York City, a coyote goes for a jog in Manhattan. These stories might sound like the start of a joke. But they are real events. In the past 30 years, the presence of coyotes has been noted in cities large and small, from coast to coast.

2 Fearing for the safety of children and pets, some cities have started coyote removal programs. Coyotes are trapped, hunted, and even poisoned. However, if we can learn to coexist with them, coyotes can actually benefit a community.

3 Coyotes are members of the dog family. They typically live in open areas, such as prairies and deserts. But coyotes easily adapt to urban areas. A coyote’s normal diet consists of small prey like rabbits and rats, dead animals, and berries. In cities, though, they eat what’s available. This can include the usual diet as well as pet food, trash, and occasionally cats or small dogs. Attacks on pets are the main source of conflict with humans.

4 Coyotes can help farmers, ranchers, gardeners, and entire ecosystems. They feed on destructive animals such as rodents, deer, and rabbits. Keeping rodent and deer population under control is important, since these animals carry fleas and ticks that spread disease. In addition, natural rodent control is better than using poison or traps. Other animals might consume poison intended for rodents. And animals can be sickened by eating poisoned rodents.

5 Because coyotes are scavengers, they also help clean up the environment. They eat dead animals and play an important role in the food web.

6 Coyotes can also help bird populations. Animals like skunks, raccoons, foxes, and feral cats may hunt birds or raid their nests, eating eggs or young birds. Coyotes sometimes feed on these animals. They also compete with them for food and habitat, which limits their numbers. This means fewer predators for birds.

7 Coyotes are here to stay. People can take steps to minimize their interaction with coyotes. Garbage and pet food should not be left outside. People should avoid feeding wildlife. The food can attract animals like deer, squirrels, and mice that coyotes feed on. Finally, keeping pets under control can reduce conflicts with coyotes. Cats should be kept indoors, and dogs should be on leashes.
**Part 1: Word Lists**

*Pages 2–5 in Student Booklet*

Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (−) next to words the student cannot read correctly. Write the student’s incorrect response next to the word.

<table>
<thead>
<tr>
<th>Introductory Level List</th>
<th>Level 1 List</th>
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</thead>
<tbody>
<tr>
<td>_____ 1. the</td>
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<tr>
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<td>_____ 6. hard</td>
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<td>_____ 19. morning</td>
<td>_____ 19. breakfast</td>
</tr>
<tr>
<td>_____ 20. store</td>
<td>_____ 20. would</td>
</tr>
</tbody>
</table>

**Total missed:**

**Total missed:**

→ Stop testing when a student misses 5 or more words on a single list.
Student’s Name ___________________________________________ Date _______________________

**Level 2 List**
- 1. change
- 2. building
- 3. family
- 4. important
- 5. sound
- 6. careful
- 7. plant
- 8. farmer
- 9. everything
- 10. river
- 11. which
- 12. offer
- 13. famous
- 14. join
- 15. appear
- 16. simple
- 17. remain
- 18. terrible
- 19. common
- 20. single

**Level 3 List**
- 1. steep
- 2. divide
- 3. journey
- 4. polite
- 5. hollow
- 6. freeze
- 7. scared
- 8. startle
- 9. silent
- 10. temperature
- 11. difficult
- 12. disappear
- 13. repair
- 14. depend
- 15. power
- 16. trade
- 17. arrive
- 18. explain
- 19. decide
- 20. complete

Total missed: ______

Total missed: ______

→ Stop testing when a student misses 5 or more words on a single list.
Student’s Name ____________________________ Date ______________________

Level 4 List

_____ 1. avoid
_____ 2. knowledge
_____ 3. opinion
_____ 4. habit
_____ 5. disease
_____ 6. freedom
_____ 7. improve
_____ 8. shelter
_____ 9. condition
_____ 10. contain
_____ 11. climate
_____ 12. distance
_____ 13. experiment
_____ 14. anxious
_____ 15. rough
_____ 16. stern
_____ 17. declare
_____ 18. success
_____ 19. remove
_____ 20. command

Level 5 List

_____ 1. appeal
_____ 2. transport
_____ 3. advantage
_____ 4. consider
_____ 5. convince
_____ 6. caution
_____ 7. loan
_____ 8. value
_____ 9. challenge
_____ 10. establish
_____ 11. exhausting
_____ 12. progress
_____ 13. deny
_____ 14. interpret
_____ 15. effort
_____ 16. sacrifice
_____ 17. weapon
_____ 18. import
_____ 19. abandon
_____ 20. dreary
_____ 21. disaster
_____ 22. drought
_____ 23. region
_____ 24. failure
_____ 25. survey

Total missed: _____

→ Stop testing when a student misses 5 or more words on a single list.
Student’s Name ___________________________ Date __________________

Level 6 List

1. sensible  
2. unexpected  
3. method  
4. compromise  
5. industry  
6. resolve  
7. guarantee  
8. riot  
9. identify  
10. monitor  
11. reassure  
12. eventually  
13. involve  
14. regulate  
15. sympathetic  
16. acquaintance  
17. grieve  
18. accustomed  
19. complain  
20. indicate  
21. possess  
22. crisis  
23. leisure  
24. propose  
25. essential

Total missed: ______

→ Stop testing when a student misses 5 or more words on a single list.
Part 2: Reading Comprehension

Where to Start in Part 2

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<thead>
<tr>
<th>If student stops Part 1 with:</th>
<th>start Part 2 with:</th>
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<tbody>
<tr>
<td>Introduction Level Word List</td>
<td>Introduction Level Reading</td>
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<td>Level 5 Word List</td>
<td>Level 3 Reading</td>
</tr>
<tr>
<td>Level 6 Word List</td>
<td>Level 4 Reading</td>
</tr>
</tbody>
</table>

Administering Part 2: Reading Comprehension

To determine where to start a student in Part 2, see the chart above.

Have the student read each selection aloud so that you can assess word recognition skills in context.

Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher’s Scoring Guide, read aloud the introduction to the selection. Then say:

> Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I’ll ask you some questions about what you have read. You may refer to the passage when answering the questions.

Word Recognition Errors

As the student reads aloud, underline key words that the student misreads and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Do not count proper nouns or complex content area vocabulary that may be unfamiliar or difficult to decode.

Count the number of key words the student misread or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher’s Scoring Guide.

Comprehension Questions

When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher’s Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selections while answering questions. The answers given in the Teacher’s Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read.

Determining When to Stop

Discontinue Part 2 when the student either misses

- more than the maximum number of key words allowed for that selection, or
- two or more comprehension questions.
Introduction Level Reading

Page 6 in Student Booklet

Introduction: This story is about a man who fixes his cab.

Hal and His Cab

Hal has a cab.
Hal has the hood open.
The hose is old.
The hose has a hole.
Hal has a new hose in his hand.
He puts the new hose in the cab.
Hal closes the hood.

Comprehension Questions

1. Who has a cab? (Hal)
2. What is wrong with the hose? (It is old; it has a hole.)
3. What does Hal have in his hand? (a hose)
4. How does he fix the cab? (He puts the new hose in the cab.)
5. What does Hal do last in the story? (He closes the hood.)

Word Recognition Errors: ________  Comprehension Errors: ________

→ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.
**Level 1 Reading**

*Page 7 in Student Booklet*

**Introduction:** This story is about how Crow solves a problem.

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**The Crow and the Pitcher**

One summer the weather was very dry. All the birds were thirsty. They could not find any water to drink. One day Crow discovered a tall pitcher. It was half full of water. Crow put his head inside. But he could not reach the water.

Crow tried again. He stretched his head into the narrow neck of the pitcher. He still could not get a drink.

Crow thought about what to do next. He tried to push over the pitcher. That did not work, either. The pitcher was too heavy.

Crow was not ready to give up yet. He saw some little stones nearby. He picked one up and dropped it in the pitcher. Then he dropped in another. One by one, he added more stones. With each stone, the water rose a bit. At last the water was high enough. Crow had his drink.

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**Comprehension Questions**

1. What problem do the birds have?  
   *(They cannot find water to drink.)*

2. What does Crow discover?  
   *(a tall pitcher half full of water)*

3. What happens when Crow first tries to drink?  
   *(He can’t reach the water.)*

4. Why can’t Crow push the pitcher over?  
   *(It’s too heavy.)*

5. How does Crow solve his problem?  
   *(He drops stones in the pitcher to raise the water level.)*

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Word Recognition Errors: _______  
Comprehension Errors: _______

→ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.
Avoid the Flu

You suddenly feel very tired. Your body hurts all over. You have a sore throat. Soon you get a fever, too. It sounds like you have the flu.

Each year, the flu has a big impact on the U.S. Many people get sick. From 5 to 20 percent of Americans get the flu each year. Millions of people visit doctors. Others must go to the hospital. Even worse, some people die from the flu.

The flu is costly to businesses, too. Sick people miss work. Some do not get paid. Businesses lose money. And students may miss school. Sometimes schools must close to stop the spread of flu. Parents miss work to stay home with sick children.

It’s easy to catch the flu. But there are things you can do to avoid it. First, you can get a flu shot. The shot lowers your chance of getting the flu. You can also be careful around flu germs. Germs spread when a sick person coughs or sneezes. Germs can live on surfaces for up to 8 hours. Wash your hands often. Don’t touch your eyes, nose, or mouth. Finally, stay home if you are sick. Don’t help the flu spread.

Comprehension Questions

1. What are some signs you might have the flu?
   (You are very tired, your body hurts, you have a sore throat and fever.)

2. How does the flu impact the U.S.?
   (Many people get sick and visit doctors; some die.)

3. How does the flu affect businesses?
   (Sick people and parents of sick children miss work. Businesses lose money.)

4. Why is the flu easy to catch?
   (Germs can stay on surfaces for up to 8 hours.)

5. What is the main idea of this article?
   (The flu can be harmful, but people can take steps to avoid it.)

Word Recognition Errors: ______ Comprehension Errors: ______

→ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.
Level 3 Reading

Page 9 in Student Booklet

Introduction: This article is about how bats are helpful animals.

The Benefits of Bats

Some people think bats are scary or harmful. But the opposite is true. Bats are important to the environment. They eat pests and help plants. Unfortunately, some North American bats are now in danger. Millions of bats have died from a disease called white-nose syndrome. This disease affects bats’ skin in the winter.

What Bats Are Like

Bats live almost everywhere in the world. There are more than 1,300 kinds. Bats look similar to birds. Both animals have wings and can fly. But there are many differences between bats and birds. Bats are mammals. Unlike birds, which lay eggs, bats give birth to live young. Baby bats feed on their mother’s milk. The bodies of bats and birds are also different. A bird’s body is covered in feathers, but a bat’s body is covered in fur. Birds have beaks, but bats have teeth.

What Bats Eat

Many bat species are important to agriculture. Some types of plants need bats to pollinate their flowers. Most bats are active at night. The plants that need the help of bats often have white flowers. This makes it easier for bats to find them at night. The bats come to the flowers to eat nectar. Pollen sticks in the bats’ fur. Then the bats carry the pollen to other flowers. This helps farmers grow important crops like bananas and mangos. Bats are also helpful because they spread seeds. Like some birds, the bats eat fruit. Then they drop the seeds in a new location.

While some bats eat nectar and fruit, other types eat insects. These insects are often pests, like moths and mosquitoes. A single bat can eat up to its own weight in bugs each night. Bats like the Mexican free-tailed bat live in large groups. They can eat 250 tons of insects a night. This helps farmers because many of these insects harm crops.

Comprehension Questions

1. How are bats like birds? (Both have wings and can fly.)
2. How are bats and birds different? (Bats are mammals that give birth to live young, their bodies are covered in fur, and they have teeth. Birds lay eggs, are covered in feathers, and have beaks.)
3. What are two ways bats help plants? (Bats pollinate plants and spread seeds.)
4. What do bats eat? (Bats eat nectar, fruit, and insects.)
5. How do Mexican free-tailed bats help farmers? (They eat insect pests.)

Word Recognition Errors: _____  Comprehension Errors: _____

Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.
**Level 4 Reading**

*Page 10 in Student Booklet*

**Introduction:** This article is about problems caused by sitting too much.

**The Risks of Too Much Sitting**

Some people spend a lot of time sitting each day. They might sit in a car or bus to get to and from work. They might sit at a desk all day at work. And when they get home, they might sit some more as they watch TV, study, or use a computer. But too much sitting can be a bad habit and a big problem for your health.

Doctors say that sitting too much can increase our chance of obesity. It also increases the risk of dying from heart disease and cancer.

Sitting a lot can also cause pain in the muscles in your back and neck. It can be bad for your brain health. Sitting for long periods of time can cause vein problems. Blood in your legs may not move as much when you sit a lot.

The problem is not just too much sitting. It is also sitting for long periods of time. If you sit for 90 minutes at a time, your risks are higher. Even people who go to the gym or get other exercise are at risk. Short amounts of activity do not lower the risks of sitting for the rest of the day.

What can you do about problems caused by too much sitting? The main solution is to move more and sit less. Doctors recommend that you don't sit for long periods of time. If you work at a desk or watch a lot of TV, get up and move at least every 30 minutes.

You can also find ways to get more movement into your day. For example, instead of calling or sending an email to a coworker, walk over to their desk. Try standing while you're on the phone. Take the stairs instead of the elevator. If you're watching TV, get up during commercials. Stretch and touch your toes or do a chore.

**Comprehension Questions**

1. Where do people spend too much time sitting? **(in cars, at a desk at work, at home)**
2. What are some serious health risks from too much sitting? **(obesity, heart disease, cancer)**
3. Does going to the gym solve the problem of too much sitting? Why or why not? **(No. Short amounts of activity do not lower the risks.)*
4. What are some ways to get more movement into your day? **(walk to speak to a coworker, stand while on the phone, take the stairs, get up while watching TV)**
5. What is the main idea of this article? **(Sitting too much can cause many health problems, but problems can be avoided if you move more.)*

**Word Recognition Errors:** _____  **Comprehension Errors:** _____

→ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.
Introduction: This article is about how a disease spread through Europe long ago.

The Black Death

In the mid-1300s, a horrible disease spread through Europe. Sick people got egg-sized lumps under their arms. Then ugly black spots appeared on their skin. Other symptoms, such as fever, vomiting, and pain, followed. Most sick people died within a few days. Carts came through the streets to collect the dead. The disease was called the Black Death. It struck both rich and poor, big cities and small villages. In just a few years, around 25 million people in Europe died, about one-third of its population.

The Disease Arrives in Europe

Many scientists today think the Black Death was bubonic plague, which is caused by a kind of bacteria. Around 1330, bubonic plague spread along trade routes from China. It killed millions. In 1347, ships carrying goods from Asia arrived at Messina on the island of Sicily. Many of the sailors were dead. Others were sick and covered in black sores. When citizens realized the ships carried disease, they ordered them away. But it was too late. The Black Death had arrived in Europe.

Fearing the disease, some residents of Messina fled to other towns, carrying the plague with them. The ships that had been turned away landed at other ports, spreading the disease along trade routes. Other ships contributed to the rapid spread of plague throughout Europe.

How It Spread

Scientists think rats were the main way the plague spread. Rats and fleas were common in the 1300s. Rats thrived on ships and in filthy, crowded towns. When fleas bit an infected rat, they spread the bacteria to the next rat they bit. When the rats died, the fleas found human hosts. A single flea bite could infect a human.

People did not understand the disease. Some thought it was caused by bad air or the movement of the planets. Others thought it was punishment from God. There were no cures.

More Outbreaks

Outbreaks of bubonic plague continued from the 1300s to the 1600s, but none were as severe as the Black Death. Plague still occurs today. Today, however, doctors can treat it quickly with antibiotics.
Student’s Name ________________________________ Date __________________________

Comprehension Questions

1. How did the Black Death affect Europe?
   (It killed about one-third of the people.)

2. What caused people to get sick with the Black Death?
   (Scientists believe it was bubonic plague, caused by a kind of bacteria.)

3. How did bubonic plague arrive in Europe?
   (It came on ships carrying Asian goods.)

4. How did the plague move from Messina to other parts of Europe?
   (Sick people fled the city, carrying the disease with them; ships that were turned away went to other port cities.)

5. What conditions made it easy for the disease to spread?
   (Rats lived on ships and in dirty, crowded towns. They carried the fleas that spread the disease.)

Word Recognition Errors: _____  Comprehension Errors: _____

→ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.
Level 6 Reading

Page 12 in Student Booklet

Introduction: This article is about coyotes and their role in the environment.

Living with Coyotes

A coyote takes a seat on a light rail train in Portland, Oregon. In Chicago, Illinois, a coyote enters a downtown sandwich shop and lies down in a drink cooler. In New York City, a coyote goes for a jog in Manhattan. These stories might sound like the start of a joke. But they are real events. In the past 30 years, the presence of coyotes has been noted in cities large and small, from coast to coast.

Fearing for the safety of children and pets, some cities have started coyote removal programs. Coyotes are trapped, hunted, and even poisoned. However, if we can learn to coexist with them, coyotes can actually benefit a community.

Coyotes are members of the dog family. They typically live in open areas, such as prairies and deserts. But coyotes easily adapt to urban areas. A coyote’s normal diet consists of small prey like rabbits and rats, dead animals, and berries. In cities, though, they eat what’s available. This can include the usual diet as well as pet food, trash, and occasionally cats or small dogs. Attacks on pets are the main source of conflict with humans.

Coyotes can help farmers, ranchers, gardeners, and entire ecosystems. They feed on destructive animals such as rodents, deer, and rabbits. Keeping rodent and deer populations under control is important, since these animals carry fleas and ticks that spread disease. In addition, natural rodent control is better than using poison or traps. Other animals might consume poison intended for rodents. And animals can be sickened by eating poisoned rodents.

Because coyotes are scavengers, they also help clean up the environment. They eat dead animals and play an important role in the food web.

Coyotes can also help bird populations. Animals like skunks, raccoons, foxes, and feral cats may hunt birds or raid their nests, eating eggs or young birds. Coyotes sometimes feed on these animals. They also compete with them for food and habitat, which limits their numbers. This means fewer predators for birds.

Coyotes are here to stay. People can take steps to minimize their interaction with coyotes. Garbage and pet food should not be left outside. People should avoid feeding wildlife. The food can attract animals like deer, squirrels, and mice that coyotes feed on. Finally, keeping pets under control can reduce conflicts with coyotes. Cats should be kept indoors, and dogs should be on leashes.
Comprehension Questions

1. How can you tell that coyote populations are increasing in the United States?  
   (There are sightings of them in cities from coast to coast.)

2. How are coyotes able to adapt to living in cities?  
   (There is a ready supply of food in cities.)

3. How do coyotes help stop the spread of disease?  
   (They feed on animals like rodents and deer that carry fleas and ticks that spread disease.)

4. What are two ways people can reduce interactions with coyotes?  
   (don’t let trash and pet food outside; don’t feed wildlife; keep pets under control)

5. What is the author’s overall view of coyotes? How can you tell?  
   (The author views coyotes positively; the author lists ways that coyotes are helpful to people, the environment, and other animal populations.)

Word Recognition Errors: _____  Comprehension Errors: _____

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