

PLACEMENT TOOL

Voyager

Endeavor

INSTRUCTIONS

New Readers Press

Voyager: Reading and Writing for Today's Adults™
Endeavor®: Reading and Writing for Adults
Placement Tool

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Instructions

Purpose

The *Voyager/Endeavor Placement Tool* is designed to help you place students at the appropriate instructional level in the *Voyager* or *Endeavor* series. Appropriate placement is that level at which a student is challenged but not frustrated. Use the information you gather from this placement tool together with other information you have about a student to determine the *Voyager* or *Endeavor* book in which a student should start.

Description

The *Voyager/Endeavor 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 10 lists of words. Each list has 20 words taken from the corresponding *Voyager* or *Endeavor* book. (List V-I corresponds to *Voyager Introduction*, formerly known as *Foundation*, List V-1 to *Voyager 1*, ... List E-3 to *Endeavor 3*, and so on.) 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 four reading passages, each of which is taken from an early lesson of the corresponding *Voyager* or *Endeavor* book. Following each passage are five comprehension questions that are typical of those asked in *Voyager* or *Endeavor*. 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 Scoring Guide without distracting the student. Begin by explaining that the purpose of the word lists and readings 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 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, and 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 7 of the Teacher 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 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 miscalls 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. Count the number of key words the student miscalled 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 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 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 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 misses either

- 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 *Voyager* or *Endeavor* 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 *Voyager/Endeavor* 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.

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STUDENT BOOKLET

List V-I (F)

1. the
2. and
3. in
4. he
5. for
6. but
7. not
8. can
9. do
10. all
11. are
12. you
13. have
14. with
15. work
16. stop
17. come
18. they
19. morning
20. birthday

List V-1

1. my
2. boy
3. saw
4. from
5. gave
6. when
7. high
8. fire
9. about
10. store
11. laugh
12. next
13. street
14. over
15. could
16. think
17. ground
18. began
19. picture
20. children

List V-2

1. tie
2. song
3. replay
4. know
5. family
6. unhappy
7. round
8. eight
9. without
10. happen
11. anything
12. different
13. myself
14. answer
15. breakfast
16. remember
17. everyone
18. thought
19. together
20. beautiful

List V-3

1. chief
2. discover
3. expect
4. teacher
5. mistake
6. afternoon
7. hundred
8. quickly
9. usually
10. sometimes
11. mountain
12. understand
13. automobile
14. dangerous
15. basketball
16. question
17. important
18. inventor
19. probably
20. government

List E-3

1. avoid
2. stress
3. accept
4. education
5. function
6. disrupt
7. enough
8. behavior
9. company
10. patient
11. afford
12. temporary
13. example
14. expensive
15. possible
16. permanent
17. scatter
18. glance
19. brief
20. nervous

List E-4

1. emergency
2. chocolate
3. clinic
4. interrupt
5. advice
6. realize
7. challenge
8. permanent
9. digest
10. errand
11. alcohol
12. ingredients
13. frustrate
14. concentration
15. maintain
16. irritable
17. serious
18. considered
19. volunteer
20. rural

List E-5

1. anxious
2. researcher
3. external
4. conflict
5. recognize
6. leisure
7. opportunity
8. reliable
9. poverty
10. application
11. confident
12. ethics
13. wearily
14. dejected
15. prompt
16. triumph
17. reconcile
18. previous
19. exasperation
20. hesitant

List E-6

1. variety
2. encouraging
3. nutrition
4. luscious
5. dread
6. fragrant
7. headquarters
8. mortgage
9. obstacle
10. artificial
11. financial
12. violence
13. sacrifice
14. frantically
15. abandoned
16. vacant
17. meticulously
18. humiliation
19. illiteracy
20. triumph

List E-7

1. digestion
2. hesitate
3. symptoms
4. reluctance
5. spasm
6. paralysis
7. urgent
8. maneuver
9. efficient
10. ingratiating
11. caress
12. sarcastically
13. self-sufficient
14. insincerity
15. nurture
16. phenomenon
17. circumstances
18. resentful
19. vandalism
20. epidemic

List E-8

1. specimen
2. obsession
3. ecstatic
4. jeopardize
5. dilemma
6. surreptitiously
7. stigma
8. engulf
9. lethargic
10. extensive
11. unique
12. flourishing
13. revitalization
14. environmental
15. acquire
16. terse
17. disoriented
18. stamina
19. discipline
20. integrity

Pat's Problem



Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

A Bus Ride



In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. I think we were watching you play one night. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Getting a Good Night's Sleep

Has this ever happened to you? You are lying in bed. You are very tired, but you can't fall asleep. You don't know why. You toss and turn and think about all kinds of things. Hours go by. Finally you fall asleep, but you end up sleeping for only a few hours. When you wake up, you don't feel rested.

Or has this ever happened? You fall asleep right away. Then in the middle of the night you wake up. Suddenly you are wide-awake, and you can't go back to sleep. What is happening? You probably have insomnia.

Everyone knows that sleep is important. Without sleep, you don't function well. You feel exhausted. You have trouble thinking clearly. You have trouble staying focused. You probably feel cranky too.

Sleep problems can happen to anyone. They can be temporary. They might last a few weeks or they might last for months. There are many reasons people can't sleep. Sometimes the cause is physical. If someone is in pain, he or she won't be able to sleep.

For some people, the quality of their sleep is never good. They still feel tired even if they've slept the whole night.

Sometimes it has to do with stress. People are often kept up thinking about problems in their lives. And sometimes it might be because of a bad sleep environment. If there is too much noise, for example, you might not be able to sleep. But those are just some possibilities. Sometimes people don't know why they can't sleep.

Change for the Better

It was early in March. Angela opened her front door and sighed. Another workday was over. As usual she settled down to watch TV. There was a box of chocolates nearby, and Angela picked out a chocolate. She could hear Selma, her ten-year-old daughter, talking about her. She turned down the TV to listen.

Selma was in the next room talking with her best friend. “I bet my mom won’t go on our class hike this year. Before Dad died she used to help out a lot at school. She doesn’t even walk our dog anymore because she gets so tired. She wouldn’t be able to keep up.”

Angela got out of her chair and tiptoed closer to the door.

“I love my mom, but I just don’t think she takes good care of herself.”

Angela walked back to her chair and sank into it. She was surprised and worried. She hadn’t realized how her daughter felt about her.

Angela got up and started pacing the floor. She glanced in the hall mirror. Then she stopped and looked long and hard at herself. She could hardly believe what she saw—an overweight, tired-looking woman. She still had a piece of chocolate in her hand.

Angela needed to talk with someone about her situation. She wanted help, but she didn’t want to call her sister or any of her friends. She didn’t need criticism—not today. Finally she decided to call the health clinic where she usually took Selma. Maybe someone there could give her advice. It was 4:45, just enough time to call. Angela threw the piece of candy away, rushed upstairs, and made the call.

How to Be Happy

For many years, people thought that happiness was something you either had or you didn't. Today, though, that view is changing. Now many people think that you can make changes in your life that will make you happier. You can choose to be happy.

Part of being happy, it turns out, is external. That is, happiness is caused by conditions outside of you rather than inside. For example, one proven way to make yourself happier is to exercise. When you run hard or play sports, you feel less depressed and anxious.

What you do during the rest of your day can make you happy too. Some people are lucky enough to have jobs they love. Research shows that when people are completely involved in what they do, they lose track of time and feel satisfied. But not all people love their jobs. Many like their jobs but are not completely involved in them. Luckily there are other ways to find happiness.

In your free time, you can participate in activities that make you happy. Find something you love to do in your leisure time. Many people think watching TV makes them happy. Researchers found, however, that TV watching creates some of the lowest levels of happiness. When people watch TV, they aren't really involved. They aren't using their minds and bodies to challenge themselves. So instead of watching TV, find active things that make you happy and do them.

Many people who are happy have habits of mind that help them: they train themselves to be happy. One way to do that is to make a point of being grateful. You may have bad things in your life, but you also have good things. Focus on the good things! Some psychologists ask their patients to think of something that they are grateful for every day and write it down. That gets people to concentrate on the good things and steers them toward happiness.

For a Love of Roses

“It’s because of Papa and his love of roses,” said Gilberto Rodriquez, owner and president of Cloverdale Nursery. It was Gil’s childhood experiences in the family backyard that led to his career and his lifelong passion for gardening.

It began on a bright spring day, when Gil was just eight years old. “Come on,” Mr. Rodriquez said. He was carrying a trowel and spade on his way to the yard.

“Where to?” asked Gil, as he lay on the living room sofa watching cartoons.

“Out. It’s time to plant the rose bushes,” Mr. Rodriquez responded, putting on a pair of work gloves.

“Why?”

“Because it’s spring,” Papa began, scooting his son out to the backyard. “Roses are the most beautiful flowers there are,” he said. “If tended properly, they will give you endless joy. Remember that.”

Papa pointed to the five rose bushes he had purchased earlier that morning. “Find a spot that gets lots of sun—roses need at least six hours of sun a day. Shade is no good,” he said, shaking a rose bush from a pot. “Grab a shovel, it’s time to dig.”

Gil and Papa worked all morning—spacing and digging holes, adding lime, planting the bushes, and filling the holes with rich soil. By midday Gil was hot and sweaty, but he was enjoying himself anyway. Gil had fun sharing the tools, watering the plants, even spraying Papa with the water hose. And best of all, three months later, in the height of summer, Gil and his dad filled their house with the fragrant roses that had bloomed in the yard—tall, elegant red roses, white English roses, and pink, long-stemmed tea roses.

“Nothing is better than this,” Papa said proudly, glancing around the flower-filled living room.

As years went by, caring for the rose bushes forged a special bond between Gil and Papa. From spring through early fall, they talked about the roses’ maintenance and progress. Together, the two checked on the soil, conferred about drainage, and pruned and watered. Come summer, they snipped the mature flowers, patting each other on the back as they worked together to put the luscious flowers in vases around the house.

The Sandwich Generation

Increasingly, people in midlife are finding that their duties aren't becoming fewer as they get older. Instead, the demands on their time, energy, and money are growing. These people are caught in a trap that sociologists call the sandwich generation. They are caught between the needs of their children and the needs of their aging parents. Experts estimate that there are about 16 million Americans in the middle of the "sandwich." They are caring for both the younger and older people in their families. That number is larger than the entire population of New England.

These numbers aren't going to get any smaller in the near future. In about 25 years, there will be more than 60 million Americans between the ages of 66 and 86 who need help. In many cases, their children will be the ones to care for them.

The reasons for this growing phenomenon are easy to understand: people are living longer. A century ago, it was unusual for someone to live to 90. But today it is far more common. Better health care and better living conditions have led to longer life spans. And as the population grows older, more and more people need help getting by.

Another reason is that couples are having children later in life. That means they have children at home at the age when their parents might have had all their kids out of the house.

Children who are taking care of their parents are often surprised by the change in circumstances. After all, their parents took care of them, nurtured them, and solved problems for them when they were children. This reversal of roles can be confusing and upsetting. One way to keep from feeling surprised at this shift in responsibility is to expect it. Although many older adults remain self-sufficient for their entire lives, that is not always the case.

The change in roles catches the elderly parents by surprise too. Pride may cause them to lie about their ability to take care of themselves. Sometimes they simply don't understand that they need help. The best way to deal with this is to regularly keep in touch. Don't take your parents' word that they're fine; visit them in their home and check on their situation. Make sure they have fresh food, clean clothes, and a neat house. Take a look at the mail—seniors who lose the ability to deal with finances often ignore their bills.

Burning

“Whoa!” Pasquini yelled, feeling a bit disoriented from the gigantic boom that rocked him and the ten other firefighters at the firehouse. Seconds later the siren at the firehouse began wailing. The report came over the radio: It was an explosion in a chemical plant and workers were missing. Flames were higher than the sides of the factory, and tanks of potentially explosive chemicals were dangerously close to the raging fire. A gigantic funnel of black smoke was billowing from the site, spewing toxic substances into the air. The hazmat team was on the way, its specialists outfitted with masks and protective gear to keep out the toxic chemicals.

“This is a bad one,” Pasquini thought as the trucks approached the scene.

Things were worse by the time Pasquini and the other first responders got to the scene. The black, oily smoke was so thick it darkened the sky and engulfed the entire block. This was no ordinary smoke; it made the firefighters gasp and choke. Pasquini took a lungful of the bitter, black smoke and felt sick to his stomach, with an instant headache.

By the time Pasquini and the other firefighters got there, all but two of the workers had been accounted for. Other workers ran in circles in blind panic. A few burned people moaned and wailed as medical workers lifted them onto gurneys and into ambulances. Hard hats from the factory workers who had heard the explosion and run littered the blacktop outside the plant, and huge pieces of broken concrete and plates of twisted metal made maneuvering difficult for the firefighters. The hazmat truck hadn’t arrived yet—it had to come from a distant fire station.

The captain of Pasquini’s station gathered the firefighters and led them away from the commotion. “Listen up,” he said tersely. “We don’t have much information on what the heck is burning and how toxic it is. We don’t have anything on what’s in the tanks or where the tanks are. We know it’s a dye manufacturer and that’s bad, since some of the stuff that makes up dyes is wicked. This smoke is potentially deadly, but I’m most worried about that hissing. I think tanks are about to blow, and all we can try to do is cool them off, keep them from blowing.”

Pasquini and his team followed orders, pulling the heavy hose close enough to reach the hissing tanks. “Stay away from the actual fires in the tanks,” the captain shouted above the roar. “We don’t know if the water will make the fire worse or better.”

Pasquini and the others could tell from experience that this was no normal smoke. They choked on the bitter fumes, wondering what they were breathing and wondering if they should retreat until they learned more. As Pasquini gasped, there was a momentary break in the fierce crackle of the fire, and Pasquini heard a weak moan.

PLACEMENT TOOL

Voyager

Endeavor

TEACHER SCORING GUIDE

Student's Name _____

Date _____

Part 1: Word Lists

Page 2 in Student Booklet

Directions: 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.

List V-I (F)

- _____ 1. the
- _____ 2. and
- _____ 3. in
- _____ 4. he
- _____ 5. for
- _____ 6. but
- _____ 7. not
- _____ 8. can
- _____ 9. do
- _____ 10. all
- _____ 11. are
- _____ 12. you
- _____ 13. have
- _____ 14. with
- _____ 15. work
- _____ 16. stop
- _____ 17. come
- _____ 18. they
- _____ 19. morning
- _____ 20. birthday

Total missed: _____

List V-1

- _____ 1. my
- _____ 2. boy
- _____ 3. saw
- _____ 4. from
- _____ 5. gave
- _____ 6. when
- _____ 7. high
- _____ 8. fire
- _____ 9. about
- _____ 10. store
- _____ 11. laugh
- _____ 12. next
- _____ 13. street
- _____ 14. over
- _____ 15. could
- _____ 16. think
- _____ 17. ground
- _____ 18. began
- _____ 19. picture
- _____ 20. children

Total missed: _____

➤ Stop testing when a student misses 5 or more words on a single list.

Student's Name _____

Date _____

Page 3 in Student Booklet

Directions: 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.

List V-2

- _____ 1. tie
- _____ 2. song
- _____ 3. replay
- _____ 4. know
- _____ 5. family
- _____ 6. unhappy
- _____ 7. round
- _____ 8. eight
- _____ 9. without
- _____ 10. happen
- _____ 11. anything
- _____ 12. different
- _____ 13. myself
- _____ 14. answer
- _____ 15. breakfast
- _____ 16. remember
- _____ 17. everyone
- _____ 18. thought
- _____ 19. together
- _____ 20. beautiful

Total missed: _____

List V-3

- _____ 1. chief
- _____ 2. discover
- _____ 3. expect
- _____ 4. teacher
- _____ 5. mistake
- _____ 6. afternoon
- _____ 7. hundred
- _____ 8. quickly
- _____ 9. usually
- _____ 10. sometimes
- _____ 11. mountain
- _____ 12. understand
- _____ 13. automobile
- _____ 14. dangerous
- _____ 15. basketball
- _____ 16. question
- _____ 17. important
- _____ 18. inventor
- _____ 19. probably
- _____ 20. government

Total missed: _____

➤ Stop testing when a student misses 5 or more words on a single list.

Student's Name _____

Date _____

Page 4 in Student Booklet

Directions: 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.

List E-3

- _____ 1. avoid
- _____ 2. stress
- _____ 3. accept
- _____ 4. education
- _____ 5. function
- _____ 6. disrupt
- _____ 7. enough
- _____ 8. behavior
- _____ 9. company
- _____ 10. patient
- _____ 11. afford
- _____ 12. temporary
- _____ 13. example
- _____ 14. expensive
- _____ 15. possible
- _____ 16. permanent
- _____ 17. scatter
- _____ 18. glance
- _____ 19. brief
- _____ 20. nervous

Total missed: _____

List E-4

- _____ 1. emergency
- _____ 2. chocolate
- _____ 3. clinic
- _____ 4. interrupt
- _____ 5. advice
- _____ 6. realize
- _____ 7. challenge
- _____ 8. permanent
- _____ 9. digest
- _____ 10. errand
- _____ 11. alcohol
- _____ 12. ingredients
- _____ 13. frustrate
- _____ 14. concentration
- _____ 15. maintain
- _____ 16. irritable
- _____ 17. serious
- _____ 18. considered
- _____ 19. volunteer
- _____ 20. rural

Total missed: _____

➤ Stop testing when a student misses 5 or more words on a single list.

Student's Name _____

Date _____

Page 5 in Student Booklet

Directions: 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.

List E-5

- _____ 1. anxious
- _____ 2. researcher
- _____ 3. external
- _____ 4. conflict
- _____ 5. recognize
- _____ 6. leisure
- _____ 7. opportunity
- _____ 8. reliable
- _____ 9. poverty
- _____ 10. application
- _____ 11. confident
- _____ 12. ethics
- _____ 13. wearily
- _____ 14. dejected
- _____ 15. prompt
- _____ 16. triumph
- _____ 17. reconcile
- _____ 18. previous
- _____ 19. exasperation
- _____ 20. hesitant

Total missed: _____

List E-6

- _____ 1. variety
- _____ 2. encouraging
- _____ 3. nutrition
- _____ 4. luscious
- _____ 5. dread
- _____ 6. fragrant
- _____ 7. headquarters
- _____ 8. mortgage
- _____ 9. obstacle
- _____ 10. artificial
- _____ 11. financial
- _____ 12. violence
- _____ 13. sacrifice
- _____ 14. frantically
- _____ 15. abandoned
- _____ 16. vacant
- _____ 17. meticulously
- _____ 18. humiliation
- _____ 19. illiteracy
- _____ 20. triumph

Total missed: _____

► Stop testing when a student misses 5 or more words on a single list.

Student's Name _____

Date _____

Page 6 in Student Booklet

Directions: 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.

List E-7

- _____ 1. digestion
- _____ 2. hesitate
- _____ 3. symptoms
- _____ 4. reluctance
- _____ 5. spasm
- _____ 6. paralysis
- _____ 7. urgent
- _____ 8. maneuver
- _____ 9. efficient
- _____ 10. ingratiating
- _____ 11. caress
- _____ 12. sarcastically
- _____ 13. self-sufficient
- _____ 14. insincerity
- _____ 15. nurture
- _____ 16. phenomenon
- _____ 17. circumstances
- _____ 18. resentful
- _____ 19. vandalism
- _____ 20. epidemic

Total missed: _____

List E-8

- _____ 1. specimen
- _____ 2. obsession
- _____ 3. ecstatic
- _____ 4. jeopardize
- _____ 5. dilemma
- _____ 6. surreptitiously
- _____ 7. stigma
- _____ 8. engulf
- _____ 9. lethargic
- _____ 10. extensive
- _____ 11. unique
- _____ 12. flourishing
- _____ 13. revitalization
- _____ 14. environmental
- _____ 15. acquire
- _____ 16. terse
- _____ 17. disoriented
- _____ 18. stamina
- _____ 19. discipline
- _____ 20. integrity

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

If student stops Part 1 with:	start Part 2 with:
Word List V-I (F)	Selection V-I (F)
Word List V-1	Selection V-I (F)
Word List V-2	Selection V-I (F)
Word List V-3	Selection V-1
Word List E-3	Selection V-1
Word List E-4	Selection V-2
Word List E-5	Selection E-3
Word List E-6	Selection E-4
Word List E-7	Selection E-5
Word List E-8	Selection E-6

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 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 miscalls 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. Count the number of key words the student miscalled 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 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 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 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 misses either

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

Selection V-I (F) (from *Voyager Introduction or Foundation*)

Page 7 in Student Booklet

Introduction: This story is about a woman who has a problem.

Pat's Problem

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

Comprehension Questions

- _____ 1. Who has a problem? (*Pat*)
- _____ 2. What is her problem? (*She has a pipe that drips.*)
- _____ 3. Who did she call? (*She called a plumber.*)
- _____ 4. Did the plumber solve her problem? How do you know?
(*Yes. The story says that the plumber put in a new pipe and the drip stopped.*)
- _____ 5. How did Pat feel when her pipe was fixed? (*happy, glad, etc.*)

Word Recognition Errors: _____

Comprehension Errors: _____

► Stop testing if 2 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-1 (from *Voyager 1*)

Page 8 in Student Booklet

Introduction: This story is about a bus ride that became famous.

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Comprehension Questions

- _____ 1. What did the unfair law say? (*Blacks had to sit in the back of the bus.*)
- _____ 2. What did Rosa Parks do to break the law? (*She refused to give her seat to a white man.*)
- _____ 3. Why did she break the law? (*She thought it was unfair.*)
- _____ 4. What action did black people take after she was arrested?
(*They did not ride the bus for 381 days, or for a long time.*)
- _____ 5. How did the actions of the black people help change the law?
(*The bus company lost customers and money, people began to see that the laws were unfair, etc.*)

Word Recognition Errors: _____

Comprehension Errors: _____

➤ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-2 (from *Voyager 2*)

Page 9 in Student Booklet

Introduction: This story is about family ties.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Comprehension Questions

- _____ 1. Who has the man been thinking of lately? (*Grandma Pat or his grandmother*)
- _____ 2. When he was a boy, what did Grandma Pat do for him? (*cooked him dinner, told him stories, etc.*)
- _____ 3. When he grew older, what did Grandma Pat do for him?
(*listened when he had a problem, made him feel special, always cared for him, etc.*)
- _____ 4. Why do you think the man has been thinking about his Grandma Pat lately?
(*He has a grandchild of his own now.*)
- _____ 5. What is the main idea, or point, of this story? (*The man wants to be important in his granddaughter's life, just as his grandmother was in his life; the man's grandmother was important in his life; etc.*)

Word Recognition Errors: _____

Comprehension Errors: _____

➤ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-3 (from *Voyager 3*)

Page 10 in Student Booklet

Introduction: This story is about a problem many married people face.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. I think we were watching you play one night. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Comprehension Questions

- _____ 1. What do Gary and Trish fight about?
(*money: Trish thinks he spends too much; Gary thinks she is a nag.*)
- _____ 2. Why does Gary go to see his father?
(*to discuss getting a divorce from Trish; to get his father's advice, etc.*)
- _____ 3. What surprising story did Gary's father tell?
(*that he and Gary's mother once thought about a divorce*)
- _____ 4. What was the main idea, or point, of the father's story? (*to let Gary know that all marriages go through tough times, to let Gary know that he and Trish should consider their son, etc.*)
- _____ 5. Did Gary understand the point of the story? How can you tell? (*Yes. After hearing the story, Gary thinks of his own son and says he and Trish should try harder.*)

Word Recognition Errors: _____

Comprehension Errors: _____

► Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection E-3 (from *Endeavor 3*)

Page 11 in Student Booklet

Introduction: This article is about common sleep problems.

Getting a Good Night's Sleep

Has this ever happened to you? You are lying in bed. You are very tired, but you can't fall asleep. You don't know why. You toss and turn and think about all kinds of things. Hours go by. Finally you fall asleep, but you end up sleeping for only a few hours. When you wake up, you don't feel rested.

Or has this ever happened? You fall asleep right away. Then in the middle of the night you wake up. Suddenly you are wide-awake, and you can't go back to sleep. What is happening? You probably have insomnia.

Everyone knows that sleep is important. Without sleep, you don't function well. You feel exhausted. You have trouble thinking clearly. You have trouble staying focused. You probably feel cranky too.

Sleep problems can happen to anyone. They can be temporary. They might last a few weeks or they might last for months. There are many reasons people can't sleep. Sometimes the cause is physical. If someone is in pain, he or she won't be able to sleep.

For some people, the quality of their sleep is never good. They still feel tired even if they've slept the whole night.

Sometimes it has to do with stress. People are often kept up thinking about problems in their lives. And sometimes it might be because of a bad sleep environment. If there is too much noise, for example, you might not be able to sleep. But those are just some possibilities. Sometimes people don't know why they can't sleep.

Comprehension Questions

- _____ 1. Name one reason why some people have trouble sleeping. (*stress or environment*)
- _____ 2. How long can sleep problems last? (*for a few weeks or months*)
- _____ 3. What is one cause of a bad sleep environment? (*noise*)
- _____ 4. What could make someone feel tired even after a whole night's sleep? (*poor quality of sleep*)
- _____ 5. Name three effects of poor sleep.
(*You can't think clearly; you can't stay focused; you feel cranky; you feel tired.*)

Word Recognition Errors: _____

Comprehension Errors: _____

➤ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection E-4 (from *Endeavor 4*)

Page 12 in Student Booklet

Introduction: This story is about a woman with health problems who wants to make a change.

Change for the Better

It was early in March. Angela opened her front door and sighed. Another workday was over. As usual she settled down to watch TV. There was a box of chocolates nearby, and Angela picked out a chocolate. She could hear Selma, her ten-year-old daughter, talking about her. She turned down the TV to listen.

Selma was in the next room talking with her best friend. “I bet my mom won’t go on our class hike this year. Before Dad died she used to help out a lot at school. She doesn’t even walk our dog anymore because she gets so tired. She wouldn’t be able to keep up.”

Angela got out of her chair and tiptoed closer to the door.

“I love my mom, but I just don’t think she takes good care of herself.”

Angela walked back to her chair and sank into it. She was surprised and worried. She hadn’t realized how her daughter felt about her.

Angela got up and started pacing the floor. She glanced in the hall mirror. Then she stopped and looked long and hard at herself. She could hardly believe what she saw—an overweight, tired-looking woman. She still had a piece of chocolate in her hand.

Angela needed to talk with someone about her situation. She wanted help, but she didn’t want to call her sister or any of her friends. She didn’t need criticism—not today. Finally she decided to call the health clinic where she usually took Selma. Maybe someone there could give her advice. It was 4:45, just enough time to call. Angela threw the piece of candy away, rushed upstairs, and made the call.

Comprehension Questions

- _____ 1. What health problems does Angela have?
(She is tired; she has a poor diet; she’s in bad shape; she is overweight.)
- _____ 2. Why do you think Angela didn’t take better care of herself?
(She let herself go after her husband died; or she didn’t care about herself after her husband died.)
- _____ 3. What effect did Selma’s comments have on Angela? *(She was surprised and worried.)*
- _____ 4. What prediction did Selma share with her best friend?
(that her mom wouldn’t go on her class hike this year)
- _____ 5. Why do you think Angela is serious about making a change?
(She threw away the candy; she called the health clinic instead of a friend; she rushed to make the call even though it was almost closing time; she didn’t put off the call even though it was late.)

Word Recognition Errors: _____

Comprehension Errors: _____

➤ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection E-5 (from *Endeavor 5*)

Page 13 in Student Booklet

Introduction: This article is about things you can do to be happy.

How to Be Happy

For many years, people thought that happiness was something you either had or you didn't. Today, though, that view is changing. Now many people think that you can make changes in your life that will make you happier. You can choose to be happy.

Part of being happy, it turns out, is external. That is, happiness is caused by conditions outside of you rather than inside. For example, one proven way to make yourself happier is to exercise. When you run hard or play sports, you feel less depressed and anxious.

What you do during the rest of your day can make you happy too. Some people are lucky enough to have jobs they love. Research shows that when people are completely involved in what they do, they lose track of time and feel satisfied. But not all people love their jobs. Many like their jobs but are not completely involved in them. Luckily there are other ways to find happiness.

In your free time, you can participate in activities that make you happy. Find something you love to do in your leisure time. Many people think watching TV makes them happy. Researchers found, however, that TV watching creates some of the lowest levels of happiness. When people watch TV, they aren't really involved. They aren't using their minds and bodies to challenge themselves. So instead of watching TV, find active things that make you happy and do them.

Many people who are happy have habits of mind that help them: they train themselves to be happy. One way to do that is to make a point of being grateful. You may have bad things in your life, but you also have good things. Focus on the good things! Some psychologists ask their patients to think of something that they are grateful for every day and write it down. That gets people to concentrate on the good things and steers them toward happiness.

Comprehension Questions

- _____ 1. What is an external way to feel happier? (*exercise, run, or play sports*)
- _____ 2. Why doesn't watching TV make people happy?
(*You aren't really involved; you aren't using your mind or body to challenge yourself.*)
- _____ 3. What kind of job might make you happy?
(*a job that you can be so completely involved in that you lose track of time*)
- _____ 4. How can writing down things you are grateful for make you happy?
(*It makes you concentrate on or remember the good things in your life.*)
- _____ 5. What is the main idea of this article?
(*You are in control of your own happiness; or there are things you can do to make yourself happier.*)

Word Recognition Errors: _____

Comprehension Errors: _____

► Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection E-6 (from *Endeavor 6*)

Page 14 in Student Booklet

Introduction: This story is about Gil’s relationship with his father and how their love of gardening made them closer.

For a Love of Roses

“It’s because of Papa and his love of roses,” said Gilberto Rodriquez, owner and president of Cloverdale Nursery. It was Gil’s childhood experiences in the family backyard that led to his career and his lifelong passion for gardening.

It began on a bright spring day, when Gil was just eight years old. “Come on,” Mr. Rodriquez said. He was carrying a trowel and spade on his way to the yard.

“Where to?” asked Gil, as he lay on the living room sofa watching cartoons.

“Out. It’s time to plant the rose bushes,” Mr. Rodriquez responded, putting on a pair of work gloves.

“Why?”

“Because it’s spring,” Papa began, scooting his son out to the backyard. “Roses are the most beautiful flowers there are,” he said. “If tended properly, they will give you endless joy. Remember that.”

Papa pointed to the five rose bushes he had purchased earlier that morning. “Find a spot that gets lots of sun—roses need at least six hours of sun a day. Shade is no good,” he said, shaking a rose bush from a pot. “Grab a shovel, it’s time to dig.”

Gil and Papa worked all morning—spacing and digging holes, adding lime, planting the bushes, and filling the holes with rich soil. By midday Gil was hot and sweaty, but he was enjoying himself anyway. Gil had fun sharing the tools, watering the plants, even spraying Papa with the water hose. And best of all, three months later, in the height of summer, Gil and his dad filled their house with the fragrant roses that had bloomed in the yard—tall, elegant red roses, white English roses, and pink, long-stemmed tea roses.

“Nothing is better than this,” Papa said proudly, glancing around the flower-filled living room.

As years went by, caring for the rose bushes forged a special bond between Gil and Papa. From spring through early fall, they talked about the roses’ maintenance and progress. Together, the two checked on the soil, conferred about drainage, and pruned and watered. Come summer, they snipped the mature flowers, patting each other on the back as they worked together to put the luscious flowers in vases around the house.

Comprehension Questions

- _____ 1. How do you know that Mr. Rodriguez is ready to work?
(He is carrying a trowel and a spade; he is putting on work gloves.)
- _____ 2. What do rose bushes need to grow?
(sun, at least six hours of sun a day)
- _____ 3. How would you describe the relationship between Gil and his father?
(close, seems like they often do things together)
- _____ 4. How long did it take for the new rose bushes to produce roses?
(three months)
- _____ 5. What things did Gil and his father do together with the roses?
(They planted them, watered them, talked about their progress, checked the soil, talked about drainage, pruned them, cut them and put them in vases.)

Word Recognition Errors: _____

Comprehension Errors: _____

- Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection E-7 (from *Endeavor 7*)

Page 15 in Student Booklet

Introduction: This article is about people who in midlife have to care for their children and their aging parents.

The Sandwich Generation

Increasingly, people in midlife are finding that their duties aren't becoming fewer as they get older. Instead, the demands on their time, energy, and money are growing. These people are caught in a trap that sociologists call the sandwich generation. They are caught between the needs of their children and the needs of their aging parents. Experts estimate that there are about 16 million Americans in the middle of the "sandwich." They are caring for both the younger and older people in their families. That number is larger than the entire population of New England.

These numbers aren't going to get any smaller in the near future. In about 25 years, there will be more than 60 million Americans between the ages of 66 and 86 who need help. In many cases, their children will be the ones to care for them.

The reasons for this growing phenomenon are easy to understand: people are living longer. A century ago, it was unusual for someone to live to 90. But today it is far more common. Better health care and better living conditions have led to longer life spans. And as the population grows older, more and more people need help getting by.

Another reason is that couples are having children later in life. That means they have children at home at the age when their parents might have had all their kids out of the house.

Children who are taking care of their parents are often surprised by the change in circumstances. After all, their parents took care of them, nurtured them, and solved problems for them when they were children. This reversal of roles can be confusing and upsetting. One way to keep from feeling surprised at this shift in responsibility is to expect it. Although many older adults remain self-sufficient for their entire lives, that is not always the case.

The change in roles catches the elderly parents by surprise too. Pride may cause them to lie about their ability to take care of themselves. Sometimes they simply don't understand that they need help. The best way to deal with this is to regularly keep in touch. Don't take your parents' word that they're fine; visit them in their home and check on their situation. Make sure they have fresh food, clean clothes, and a neat house. Take a look at the mail—seniors who lose the ability to deal with finances often ignore their bills.

Comprehension Questions

- _____ 1. What does *sandwich generation* mean?
(people at an age that they are caught or sandwiched between caring for their kids and their aging parents)
- _____ 2. What are two reasons for the sandwich generation?
(People are having kids later in life; people are living longer.)
- _____ 3. Why are people living to be 90 or more?
(better health care, better living conditions)
- _____ 4. How can you tell if your parents need help?
(Keep in touch; visit them; check on them.)
- _____ 5. Why might elderly parents misrepresent their situation to their children?
(Pride may keep them from telling the truth; they may not understand that they need help; they may not want to ask for help from their children.)

Word Recognition Errors: _____ Comprehension Errors: _____

- Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection E-8 (from *Endeavor 8*)

Page 16 in Student Booklet

Introduction: Read this story about firefighters who arrive at the scene of a disaster.

Burning

“Whoa!” Pasquini yelled, feeling a bit disoriented from the gigantic boom that rocked him and the ten other firefighters at the firehouse. Seconds later the siren at the firehouse began wailing. The report came over the radio: It was an explosion in a chemical plant and workers were missing. Flames were higher than the sides of the factory, and tanks of potentially explosive chemicals were dangerously close to the raging fire. A gigantic funnel of black smoke was billowing from the site, spewing toxic substances into the air. The hazmat team was on the way, its specialists outfitted with masks and protective gear to keep out the toxic chemicals.

“This is a bad one,” Pasquini thought as the trucks approached the scene.

Things were worse by the time Pasquini and the other first responders got to the scene. The black, oily smoke was so thick it darkened the sky and engulfed the entire block. This was no ordinary smoke; it made the firefighters gasp and choke. Pasquini took a lungful of the bitter, black smoke and felt sick to his stomach, with an instant headache.

By the time Pasquini and the other firefighters got there, all but two of the workers had been accounted for. Other workers ran in circles in blind panic. A few burned people moaned and wailed as medical workers lifted them onto gurneys and into ambulances. Hard hats from the factory workers who had heard the explosion and run littered the blacktop outside the plant, and huge pieces of broken concrete and plates of twisted metal made maneuvering difficult for the firefighters. The hazmat truck hadn’t arrived yet—it had to come from a distant fire station.

The captain of Pasquini’s station gathered the firefighters and led them away from the commotion. “Listen up,” he said tersely. “We don’t have much information on what the heck is burning and how toxic it is. We don’t have anything on what’s in the tanks or where the tanks are. We know it’s a dye manufacturer and that’s bad since some of the stuff that makes up dyes is wicked. This smoke is potentially deadly, but I’m most worried about that hissing. I think tanks are about to blow, and all we can try to do is cool them off, keep them from blowing.”

Pasquini and his team followed orders, pulling the heavy hose close enough to reach the hissing tanks. “Stay away from the actual fires in the tanks,” the captain shouted above the roar. “We don’t know if the water will make the fire worse or better.”

Pasquini and the others could tell from experience that this was no normal smoke. They choked on the bitter fumes, wondering what they were breathing and wondering if they should retreat until they learned more. As Pasquini gasped, there was a momentary break in the fierce crackle of the fire, and Pasquini heard a weak moan.

Comprehension Questions

- _____ 1. What caused hardhats to litter the blacktop?
(An explosion made the men wearing them run.)
- _____ 2. Why does it take a long time for the hazmat truck to arrive?
(It's coming from a distant fire station.)
- _____ 3. Why is the captain worried about the hissing tanks?
(He thinks they will blow up.)
- _____ 4. Why does the captain tell the men not to put water on the fire?
(because he is not sure if it will make the fire better or worse)
- _____ 5. What might be the source of the moan Pasquini hears?
(one of the two missing workers)

Word Recognition Errors: _____

Comprehension Errors: _____

- Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.