

# Moving Students from the Red Zone - Reading

2019 GED Annual Conference



# In this Session, we will...

- Discuss issues that students have with reading
  - Reading Rate
  - Vocabulary
  - Basic Comprehension
  - Analysis
- Review strategies and activities to help students improve their reading skills
- Share ideas and resources



# So...How Can You Help Students Move from the Red Zone in Reading?



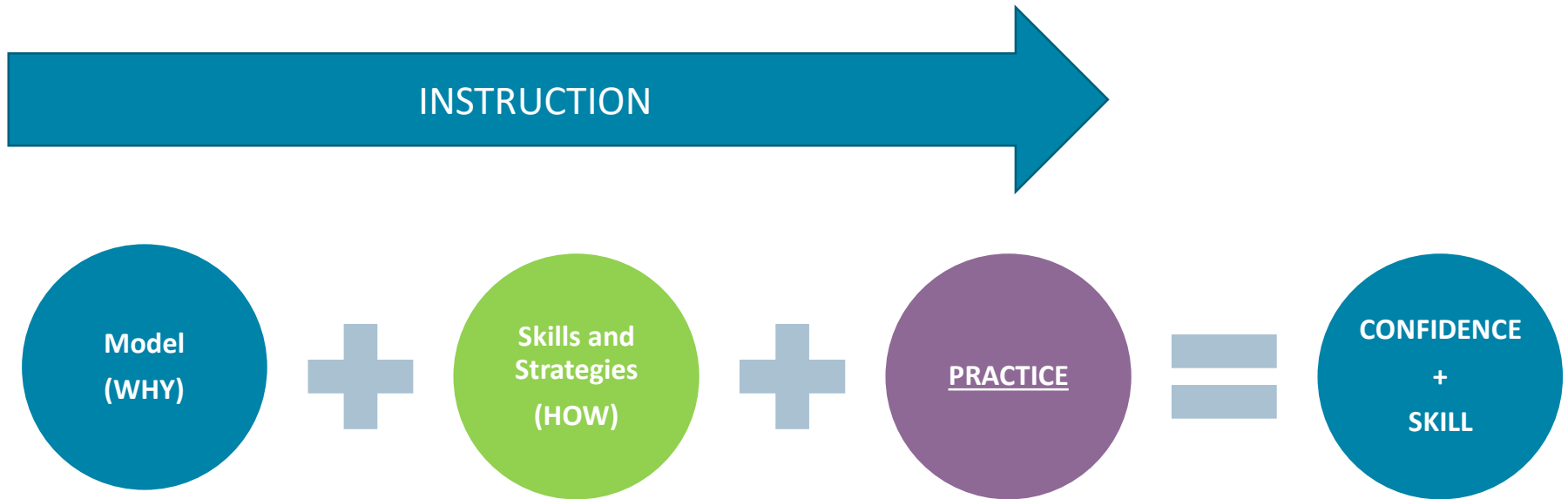
Devin, GED® graduate

# Some Advice

- Spend time observing students as they read
- Build reading rate
- Build vocabulary
- Teach before, during, and after reading skills

- Teach students how to use inference skills
- Provide opportunities for more reading practice in different content areas
- Show them the joy of reading

# Building a Better Reader



# Before Diving In...

A short reminder about the importance of *reading skills*...

## Reading...

- Is fundamental
- Is essential for developing or enhancing higher order thinking skills (e.g. critical thinking, problem solving, and reasoning)
- Is at the heart of all content—without reading skills, content cannot be accessed or learned
- Provides the necessary framework that enables learning

# Proficient Readers (and Writers) Can...

- Read complex text
- Identify text structure
- Look for key words and phrases
- Unpack the prompt
- Develop a claim or argument
- Find the evidence that supports that claim or argument
- Analyze and evaluate the evidence
- Explain how the evidence is connected to the claim or argument

This holds true across all content areas

# Advice

# Spend Time Observing





# The Complexity of Reading

Reading is like driving a car, except...



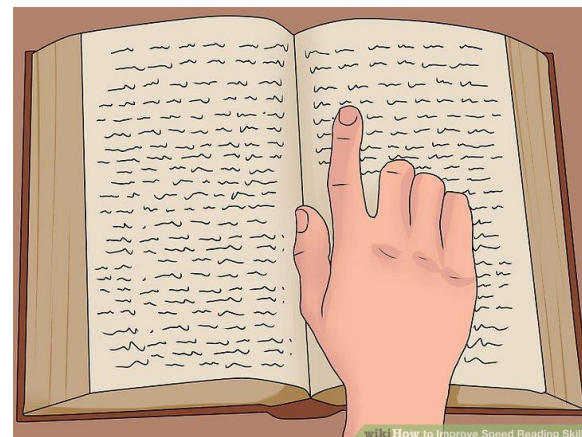
Readers must

- Build the car (develop the mechanical systems for identifying words)
- Maintain the car (fuel it with print, fix up problems along the way and make sure it runs smoothly)
- And, most importantly, drive the car (which requires us to be motivated, strategic and mindful of the route we're taking)

Marilyn Adams, Ph.D., Brown University

# Check to See if Students are...

- Rereading the text repeatedly
- Reading less text than their peers
- Using their fingers to point at words as they read
- Sub-vocalize words as they read
- Unable to answer basic questions about what they read



Advice

Increase  
Reading Rate



# Do You Know Your Reading Rate?



## Reading Rate Sample

There are many theories of reading. Some regard reading as a skill which relies heavily on our visual perception and ability to recognize words, letter shapes, sound patterns and so on. Other theories regard reading much like looking at a picture, where we read to get the whole message and the bits and pieces, like the separate brush strokes of a picture, are not singularly important.	14 26 40 56 66
Reading instruction often focuses on items of knowledge - words, letters, sounds. Most people respond to this type of teaching. They search for links between the items and they relate new discoveries to old knowledge. They search for relationships and link old knowledge with new. So, there are many things which go on inside a reader's head when reading occurs.	76 89 101 114 125
People who fail to progress in reading do not approach print in this way. The skills which they have tried to carry out have not brought order to the complexity of the text and they have often become passive in their confusion. This confusion involves losing track of what they read, which usually results in three things - regression, vocalization and faulty fixations.	140 155 168 181 187
Regression occurs to most readers. Have you ever had the experience of thinking you were reading and suddenly realized you haven't taken a word in for ages? Usually we go back and re-read what we missed. We spend as much as a third of our time going back. The second problem most readers have involved saying the words, they are reading, either in their minds - where a little internal voice says the words, or under their breath. Some very slow readers read out loud. A common solution for this is to place a pen or pencil in between the teeth so, talking becomes rather difficult, or chewing on gum often works. The third problem some readers experience involves fixating on every word. The brain only processes the images from the eye when the eye is actually stopped for that split second when it fixates on a word. This means that your brain processes these images by relating them other information to make meaning. The more words you take in when your eyes stop the more information your brain can process. Where you limit your brain to processing one word at a time, you obviously work harder than is necessary. Reading dynamically, in word groups, or dimensionally down the page using a pacer, you have fewer and fewer fixations. This has the potential to increase your comprehension and reading rate at the same time. You simply take in more!	199 213 228 241 255 269 286 299 310 325 339 351 365 380 391 405 417 422
Reading is like any other skill we learn. For example, when we first learn to walk, we tend to move quickly, but with not much stability. The more confident and stronger we become, the slower and steadier we are until we learn how to control our speed. So, when we decide to run, we can usually control the pace, so we avoid falling over. Sometimes we can increase the speed at which we run, other times we purposely reduce the speed, when we realize that if we don't, we could come to harm. When we learn to speed read, we use the same technique. When we read the newspaper, we might fly through at 1000 words per minute. A magazine or journal article might require us to read at about 800 words per minute while a highly technical report and drawings may require that we read at about 500 words per minute. Speed reading then is a tool. It is your choice how you use it.	437 450 463 478 491 505 520 533 546 561 574 589

# Reading Rate and Fluency

What is the difference?

*Reading fluency* – the speed and ease with which one reads connected text aloud with accuracy, speed, and appropriate phrasing

*Reading rate* – how quickly you read silently with understanding

# Reading Rate Problems

Accurate word pronunciation but slow reading results in:

- Reading less text than peers and having less time to remember, review, or comprehend the text
- Expending more cognitive energy trying to identify individual words
- Increasing inability to retain text in memory
- Failing to integrate various parts of the text



# How Fast Should My Students Read?

Table 8.1. Average rates for reading with understanding for students in Grades 2-12

**Grade equivalent**

**Standard words per minute**

2.5	121
3.5	135
4.5	149
5.5	163
6.5	177
7.5	191
8.5	205
9.5	219
10.5	233
11.5	247
12.5	261

Source: Carver (1990). A standard word is six letter spaces including punctuation and spacing.

# Doesn't Reading Rate Depend on the Text?

Type of Materials	Purpose for Reading	Desired Level of Comprehension	Appropriate Rate of Reading
Poetry, legal document, argumentative writing	Analyze, criticize, evaluate	100%	Under 200 wpm
Textbooks, research documents	High comprehension recall for exams, writing research reports, following directions	80%	200-300 wpm
Novels, paperbacks, newspapers, magazines	Entertainment, enjoyment, general information	60-80%	300-500 wpm
Reference materials, catalogs, magazines, non-fiction	Overview of material, locating specific facts, reviewing of previously read material	Below 60%	>500 wpm

<http://orelt.col.org/module/unit/2-reading-silently-understanding-and-speed>

Open Sources for English Language Teaching Portal



# Building Reading Rate - WARF

## Widen your eye span

If you read word by word, chances are you will read slower than if you were to read larger sections of text at a time.

## Avoid Skip Backs

When people read, they frequently look back to make sure that they understood what they read. Don't do this. Just read along, and the comprehension will come to you.

## sh! Read silently

Studies show that the majority of people can read two to three times faster silently as opposed to reading orally. **Quiet**

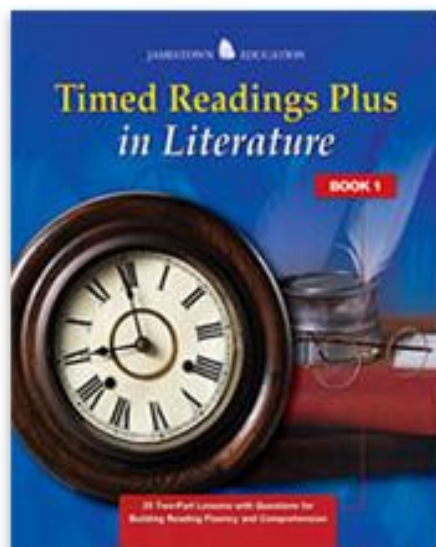
## Flex your rate

When you are driving, you have to slow down at the curves. The same is true of reading. When there are topics that are difficult to understand, you should slow your rate of reading.

**fast**

**slow**

# Timed Reading Resources



Jamestown Education

- Print only
- GLE 4-13
- 7 books in series

## Marshall Adult Education

[HOME](#) | [MISSION](#) | [SCOPE AND SEQUENCE](#) | [STAFF INFORMATION](#) | [SITE SCHEDULES](#) | [TECHNOLOGY](#)  
[WORKFORCE](#) | [BUSINESS CONNECTION](#) | [DIRECTORY](#) | [GRANTS](#) | [RESOURCES](#) | [STUDENT LESSONS](#)

## Reading Skills for Today's Adults

**NEW** 25 new **Health and Wellness Stories** have been posted **NEW**

These new health and wellness stories were funded by the  
National Head Start Family Literacy Center/Sonoma State University

### READ THE STORIES

Read the stories on-line

Reading Skills are divided into 2 groups. Click on the group you want to read.

[Group 1 - Levels 0.7 to 4.5](#)

[Group 2 - Levels 5.0 to 8.0](#)

### PRINT THE STORIES

Reading Skills are divided into 2 groups. Click on the group you want to print.

[Group 1 - Levels 0.7 to 4.5](#)

[Group 2 - Levels 5.0 to 8.0](#)

# Reading Skills for Today's Adults

## Keeping Children Safe in the Car

### Pre-reading

**Questions:** How long do children need to use a car seat?

What percentage of parents do you think have car seats installed incorrectly?

**Definitions:** Restrain – to control or hold down

Lenient – easy, not strict

Criteria – the standard or rule

### Reading

Did you know that car accidents are the leading cause of death for children? Car seat safety is very important. Well-intentioned parents, who desire to keep their children safe in the car, often make common mistakes that put their children at risk. Parents and caregivers can increase their children's safety by using proper car seats in accordance with the age recommendations. Also, everyone needs to be sure that car seats are installed correctly.

Minnesota law requires that children under the age of 4 be restrained in a car seat. In addition, it is recommended that children under 80 pounds and under 4'9" use a booster seat. Minnesota has the most lenient age requirement law regarding car seat use when compared to all of its surrounding states. Many other states require the use of a car seat or booster seat until age 8.

Minnesota law also states that car seats must be the right kind for the size of the child. Children under age 1 and under 20 pounds must be in a rear facing car seat. Many parents make the mistake of thinking that their child can face forward if they are 1 year old or 20 pounds, but this is incorrect; the child must meet both criteria.

Once the child is forward facing, he or she should be in a car seat with a harness that is belted into the car using the car's seatbelt (more recently, the "Latch" system can also be used if the car and the car seat both have it).

Children can move to a booster seat when they reach 40 pounds. In a booster seat, the child is belted in with the car's seatbelt. The booster seat helps to make sure the vehicle's seatbelt fits the child correctly. The booster seat should be used in the back seats of vehicles. Children should never be placed in the front seat until the age of 13. Even though air bags save lives, they can cause serious injury and even death to a child.

Proper installation of a car seat helps keep children safe. According to the National Highway Traffic Safety Administration, as many as 80 percent of all car seats are incorrectly installed and used. This is an alarming number. The confusing designs of many car seats are to blame. It is important to read the instruction book carefully to ensure that seats are installed correctly. Most communities offer free car seat installation checks by trained car seat inspectors. Contact your local police department to find out where to have car seats checked in your area.

Car seat safety is a must for the wellbeing of our children. By making sure the proper car seats are used and installed correctly, parents and caregivers can rest assured that their children are as safe as possible in their motor vehicles.

Source: [www.carseatsmadesimple.com](http://www.carseatsmadesimple.com)

Level 8.0



### Understanding

1. Until what age should children use a car seat? \_\_\_\_\_
2. Why is car seat safety so important? \_\_\_\_\_
3. What criteria must be met before a child may face forward in a car? \_\_\_\_\_
4. Why should children never be placed in the front seat of a motor vehicle? \_\_\_\_\_
5. What are some common mistakes people make with car seats? \_\_\_\_\_
6. If a person has questions about proper car seat installation, what should he/she do? \_\_\_\_\_
7. Why might car seats be installed incorrectly? \_\_\_\_\_

### Writing

**Option A:** Summarize the reading in your own words.

**Option B:** What new information did you learn about car seat safety? How might you use this information?

Keeping Children Safe in the Car – Level 8.0

# Build Vocabulary





# Building Vocabulary

Vocabulary falls into four categories:

1. Listening: the words we understand when we hear them.
2. Speaking: the words we use when talking.
3. Reading: the words we understand when we read
4. Writing: the words we use when writing

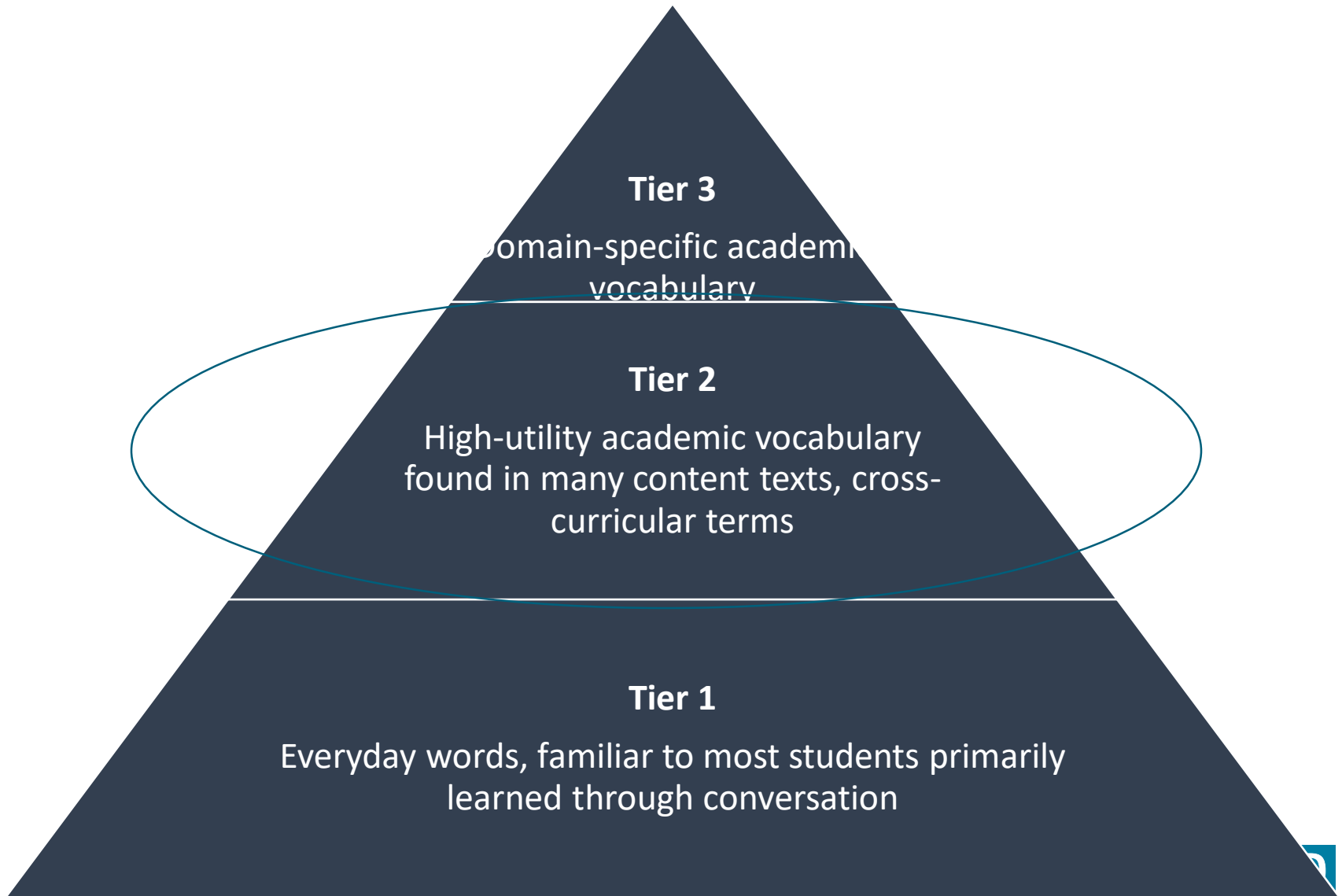


# Word Meaning - Vocabulary

What level of reading vocabulary is fun, challenging, or frustrating for students?

- 98% of words fun
- 95% of words challenging
- <90% of words frustrating

# Tiered Vocabulary



# Resource for the Classroom

## Academic Word List

### An Introduction to the Academic Word List

Averil Coxhead, Massey University, New Zealand

#### What is the Academic Word List?

The Academic Word List (AWL) is a list of 570 word families that are commonly found in academic texts. This list was selected by examining a large corpus (or collection) of written academic texts and selecting the words that occurred:

- 1 In texts from all four academic faculty sections: Arts, Commerce, Law and Science.
- 2 Over 100 times in the corpus overall.
- 3 At least 10 times in each academic faculty section.
- 4 Outside the 2000 most frequent words on Michael West's *General Service List* (GSL). The GSL includes everyday words such as I, house and do.

These principles ensured that only words that occurred reasonably frequently in a variety of study areas were selected.

The AWL targets vocabulary that occurs most often in written academic texts. These words also occur in newspapers but not as often as they do in textbooks. The AWL words appear even less in fiction. If your focus is learning academic vocabulary, you need to make sure you read academic textbooks so that you encounter these words in context.

#### How is the AWL organized?

The AWL is organized into Word Families. Word families are made up of the 'parent word' and 'family members'. Take for example the word **maximise**. Its family members include inflections of the verb such as *maximised*, *maximises* and *maximising* as well as the noun *maximum*. The word family also includes the British spelling of the noun *maximisation*, as well as *maximization*, the US spelling.

If you learn the verb **maximise**, you will be able

to recognise other family members such as *maximised* when you encounter them in your reading. These words are closely related and the meaning is likely to be the same or similar. When you are looking for words in this dictionary, think about other word family members too.

Finally, there are some academic words that do not have a word family. These words occur on their own and do not have any inflections. Examples include **nonetheless**, **so-called** and **behalf**.

#### Why is the AWL important?

The AWL is intended as a reference for students who are studying or preparing to study at a tertiary level in English. As a university lecturer, I was aware of the difficulties that students had in mastering the vocabulary necessary for written assignments. The AWL does not include 'content' vocabulary for particular subjects which students obviously need to learn as well. The AWL focuses instead on the non-subject-specific vocabulary that students of any discipline will need to master in order to produce coherently-structured written assignments.

The AWL covers up to 10% of the vocabulary covered in written academic texts. This means that, on average, one word in 10 in an academic textbook is in the AWL. Look at the following extract from an academic text:

#### EUROPEAN ENVIRONMENTAL POLICY

**Environmental issues** are truly global. Many of the problems, like the **releasing** of CFCs into the atmosphere, have global effects and **require** global action. Some problems link to the **exploitation** of global commons – the **resources** shared by the **international community** such as **ocean beds** and the **atmosphere**. Sometimes small local problems, such as poisonous gases leaking from landfills and water pollution, are multiplied so many times in any local **contexts** that they become **major** world hazards. The **environment** is a global concern requiring global policies.

## Sample Word Family - interpret

*interpretation* ←

interpretations

interpretative

interpreted

interpreting

interpretive

interprets

misinterpret

misinterpretation

misinterpretations

misinterpreted

misinterpreting

misinterprets

reinterpret

reinterpreted

reinterprets

reinterpreting

reinterpretation

reinterpretations

*Most common form  
of the word family*



[https://www.academia.edu/6556194/An Introduction to the Academic Word List What is the Academic Word List?auto=download](https://www.academia.edu/6556194/An_Introduction_to_the_Academic_Word_List_What_is_the_Academic_Word_List?auto=download)



# Activities to Improve Vocabulary

Before and After Vocabulary Grid Template

Word List	What I think the word means	Revised definition

K (Key Idea)	I (Information)	M (Memory Clue)
drought	Little or no rain over a period of time	
coup	Take over of government by the military	

# Activities to Improve Vocabulary

## Heteronyms (A Different "nym")

A heteronym is a word that has a different sound and different meanings, but the same spelling. All of the heteronyms on the list contain more than one syllable. In Column I, write each heteronym with the accent indicating the meaning that you have chosen. In Column II write a phrase containing the word you have chosen.

Heteronym	Column I	Column II
1. content		
2. invalid		
3. object		
4. minute		
5. conduct		
6. digest		
7. contract		
8. converse		
9. address		
10. compound		
11. desert		
12. complex		

Name \_\_\_\_\_

### Vocabulary Four Square

Write the definition

Use it in a sentence using 7 words or more

Write a synonym

Draw a picture

# Advice

## Teach Before, During, and After Reading Strategies



# Research to Practice

## Before Reading

- Look at title
- Review headings and subheadings
- Identify structure
- Activate prior knowledge
- Determine Purpose

## During Reading

- Ask Question
- Make connections based on what they already know
- Use signal words
- Use context to identify unfamiliar words
- Reread and make notes

## After Reading

- Summarize
- Ask clarifying questions
- Evaluate what has been read
- Discuss with the group

# Before Reading - TIPP It!

## TIPP?

<b>T</b> itle	What do the titles/subheadings and layout tell me?
<b>I</b> ntroduction	Skim this to get the main idea.
<b>P</b> aragraph	Read the first line of paragraphs/text boxes.
<b>P</b> ictures	What do the diagrams, photos, and graphs show me?
<b>?</b>	Can you come up with any questions?

**USA TODAY**  
12.06.18



**Highly paid assistants face less pressure, risk**

As salaries are exploding, college football coordinators can afford to turn down head coaching jobs. In Sports USA's Dave Karger's 100th story

GEORGE H.W. BUSH OUR 41ST PRESIDENT

## 'A GREAT, NOBLE MAN'



President Trump and Melania Trump pay their respects with Barack and Michelle Obama, Bill and Hillary Clinton and Jimmy and Rosalynn Carter. JACK SALAMON/USA TODAY

### NEWSLINE

#### IN LIFE

#### The small screen's best and brightest

Amid the explosion of content, these 25 TV shows stood out from the rest

#### IN SPORTS

#### Vander Esch's rookie year a howling success

Cowboys linebacker stepped in to anchor one of the NFL's top defenses

#### IN MONEY

#### Gannett CEO Dickey says he'll retire in '19

Company, which operates USA TODAY, expanded reach under his watch



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WOODBRIDGE ZEN  
(A THOMSON COMPANY)  
Gannett Co., Inc.

USANAPSHOTS



73%  
of Americans are willing to pay higher taxes and tolls to fund infrastructure costs to reduce traffic congestion.

OUR OTHER PUBLICATIONS: USA TODAY MAGAZINE, USA TODAY WEEKEND, USA TODAY SPORTS

## Respect for master of diplomacy brings together political enemies

Donovan Slack and Richard Wolf

WASHINGTON — George H.W. Bush was heralded Wednesday as "America's last great soldier-statesman" before about 3,000 mourners who came together across party lines at Washington National Cathedral to remember the nation's 41st president.

George W. Bush, who died last week, managed in death to bring together the nation's four living ex-presidents, as well as President Donald Trump, the Republican he and his son George W. Bush refused to support two years ago. The gathering was at times awkward as Trump and his 2016 opponent, Hillary Clinton, ignored each other.

The most touching moment came when the younger Bush, delivering the best of four eulogies, choked up while calling "a great and noble man, and the best father sons or daughters could have." As the late president's three other sons and daughter looked on tearfully, the audience burst into applause for the only time during the ceremony.

As an intergenerational gathering of Republicans and Democrats, liberals and conservatives listened intently, one speaker after another recalled qualities arguably in short supply today: Integrity. Kindness. Civility. Humour. Empathy. Loyalty. Generosity. Truth.

"When the history books are written, they will say that George H.W. Bush was a great president of the United States, a diplomat of unmatched skill, a commander in chief of formidable accomplishment and a gentleman who occupied the chair of his office with dignity and honor," he son said. "He showed me what it means to be a president who serves with integrity, leads with courage and acts with love in his heart for the citizens of our country."

Bush biographer Jon Meacham told mourners, "George Herbert Walker

See FUNERAL, Page 2A



George W. Bush eulogizes "the best father a son or daughter could have." JACK SEGAL/USA TODAY

#### INSIDE

#### A chill in the cathedral

Trump joins his predecessor. 2A

#### The day in images

A nation says a final farewell. 1A



#### On sale now

A 40-page commemorative edition on the life and legacy of the 41st president will be on newsstands and at [onlinestore.usatoday.com](http://onlinestore.usatoday.com).





# During Reading – Get the Signal

<b>Continuation</b>	<b>Change of Direction</b>	<b>Sequence</b>
<b>Time</b>	<b>Illustration</b>	<b>Emphasis</b>
<b>Cause, Condition, Result</b>	<b>Spatial</b>	<b>Compare/ Contrast</b>
<b>Conclusion</b>	<b>Fuzz</b>	<b>Nonword Emphasis</b>

# Question-Answer-Relationship (QAR)

In the Book	In My Head
<p><b>Right There</b></p> <p>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.</p>	<p><b>Author and You</b></p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>
<p><b>Think and Search</b></p> <p>The answer is in the text, but requires gathering information from different places in the selection.</p>	<p><b>On My Own</b></p> <p>The answer is not in the text. The reader uses previous experience to respond.</p>





# Advice

# Build Inference Skills



# Inference

Making  
Connections

Questioning

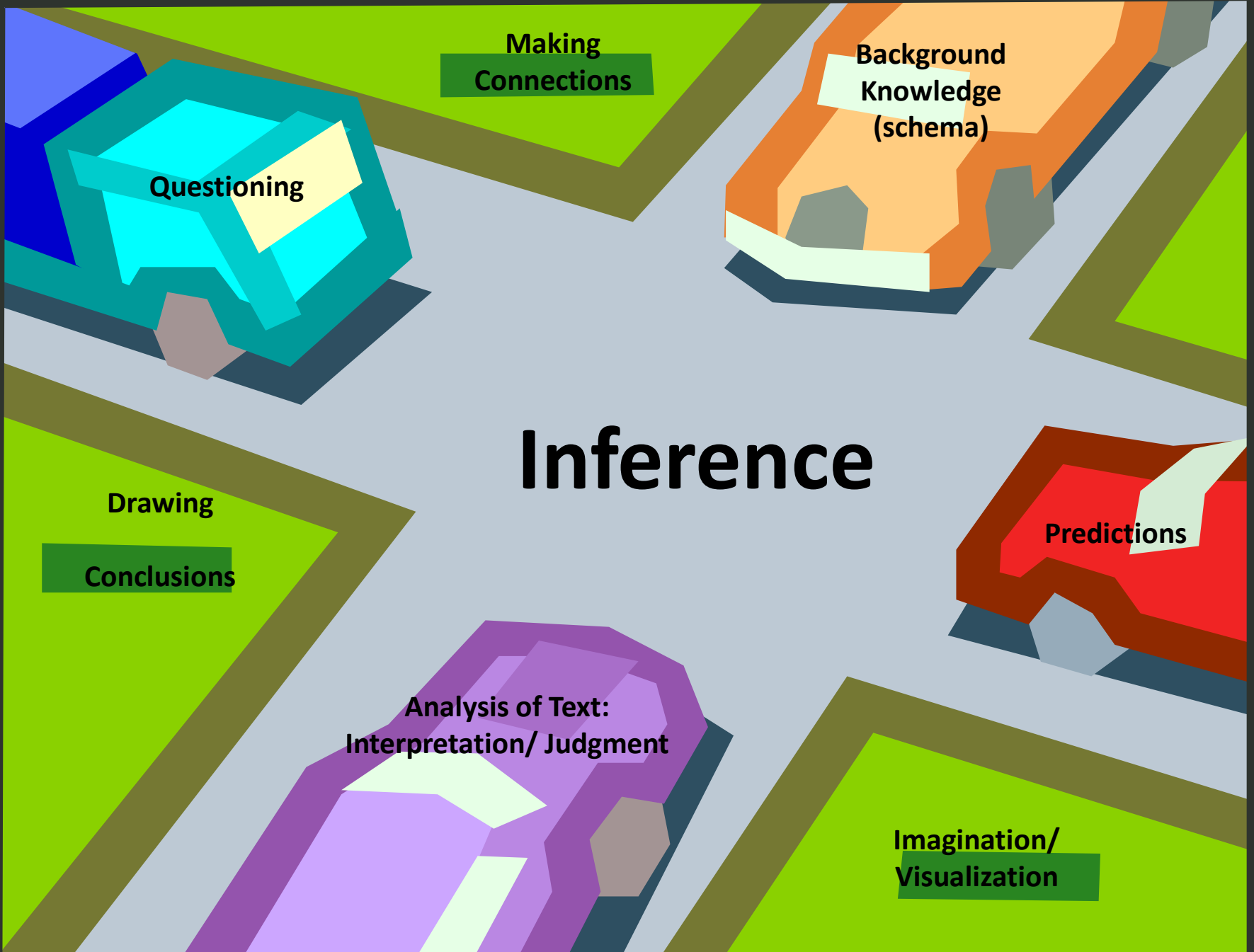
Background  
Knowledge  
(schema)

Predictions

Drawing  
Conclusions

Analysis of Text:  
Interpretation/ Judgment

Imagination/  
Visualization



The background of the slide features a blue-tinted photograph of students in a classroom. In the upper portion, several students are visible, some wearing headphones, suggesting a listening or language activity. In the lower portion, a student is seen from the side, looking down at a desk or book. The overall atmosphere is educational and focused.

“

*“ To infer is to create new knowledge from existing knowledge.”*

”

# Strategies for Making Inferences


- **Step 1:** Gather clues and read “between the lines.”
- **Step 2:** Reach conclusions based on **evidence and reasoning** (Ask: Does it make sense?)



# Move from Simple to Complex



Inference = Finding the Clues

From <b>Simple</b> to  <b>Complex</b>					
Pictures/ Advertisements	Comics	Sentences	Short paragraphs	Longer, more intricate passages – fiction/ mysteries	Longer, more intricate passages - nonfiction

# Start with What Students Know



**BODY** LANGUAGE



What can you infer?





# What can you infer?



# What can you infer?



# What can you infer?



# Inferences

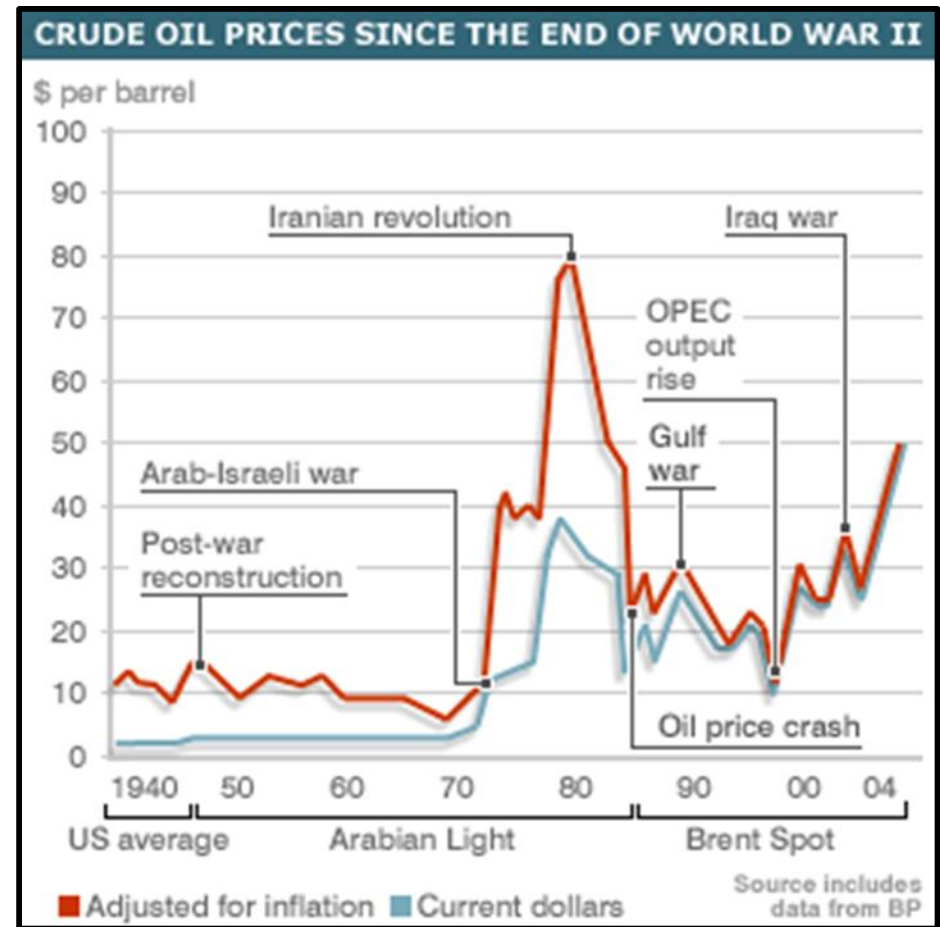
Proficient readers can “read between the lines” and draw deeper understanding and appreciation for what is being read.



Types of Inferences	
Location	Time
Action	Instrument
Object	Category
Occupation or Pastime	Cause-Effect
Problem-Solution	Feeling-Attitude



# What Can You Infer?



# What Can You Infer?



# What can you infer?

1. A character in a story has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter.
2. A person has a briefcase, is on a plane, and is late for a meeting.
3. A detective enters the house, which has been ransacked. He sees blood on the floor, and it leads out the back door.
4. Your friend walks past you without smiling. Her head is hanging down. She wipes a tear from her eye and looks at her phone.



# What can you infer?

*Screech!* Karen stomped on the gas pedal the moment the light turned green. She looked over her left shoulder and zigged past a semi-truck. She zoomed ahead and looked over her right shoulder and then zagged past a motorbike. She glanced at the clock on the console and darted into the parking lot. Whipping into a parking spot, she grabbed her suitcase and ran through the lot, up the escalator, and into the terminal. Her heavy suitcase was bumping and bouncing the whole way. Just as she entered the terminal, she heard an announcement over the loudspeaker, "*Final boarding call for flight 205 to JFK...*" Karen looked at her ticket and then at the line to get through the security checkpoint, which wrapped around several turnstiles and slithered like a lethargic snake. Karen sighed and then slowly walked to the customer service desk.

# Example: It Says – I Say – And So

Question	It Says	I Say	And So
Read the question.	Find information from the text to help answer each question – paraphrase or quote answers from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.
Why are forest fires on the increase in the Black Hills of South Dakota?	For the last several years, precipitation amounts-- snowfall has decreased.	Less snowfall could mean dry conditions throughout the Black Hills	Dry conditions resulting from a decrease in precipitation may lead to conditions that might make fires more likely to occur.

# Remember - Inference is Process-Driven

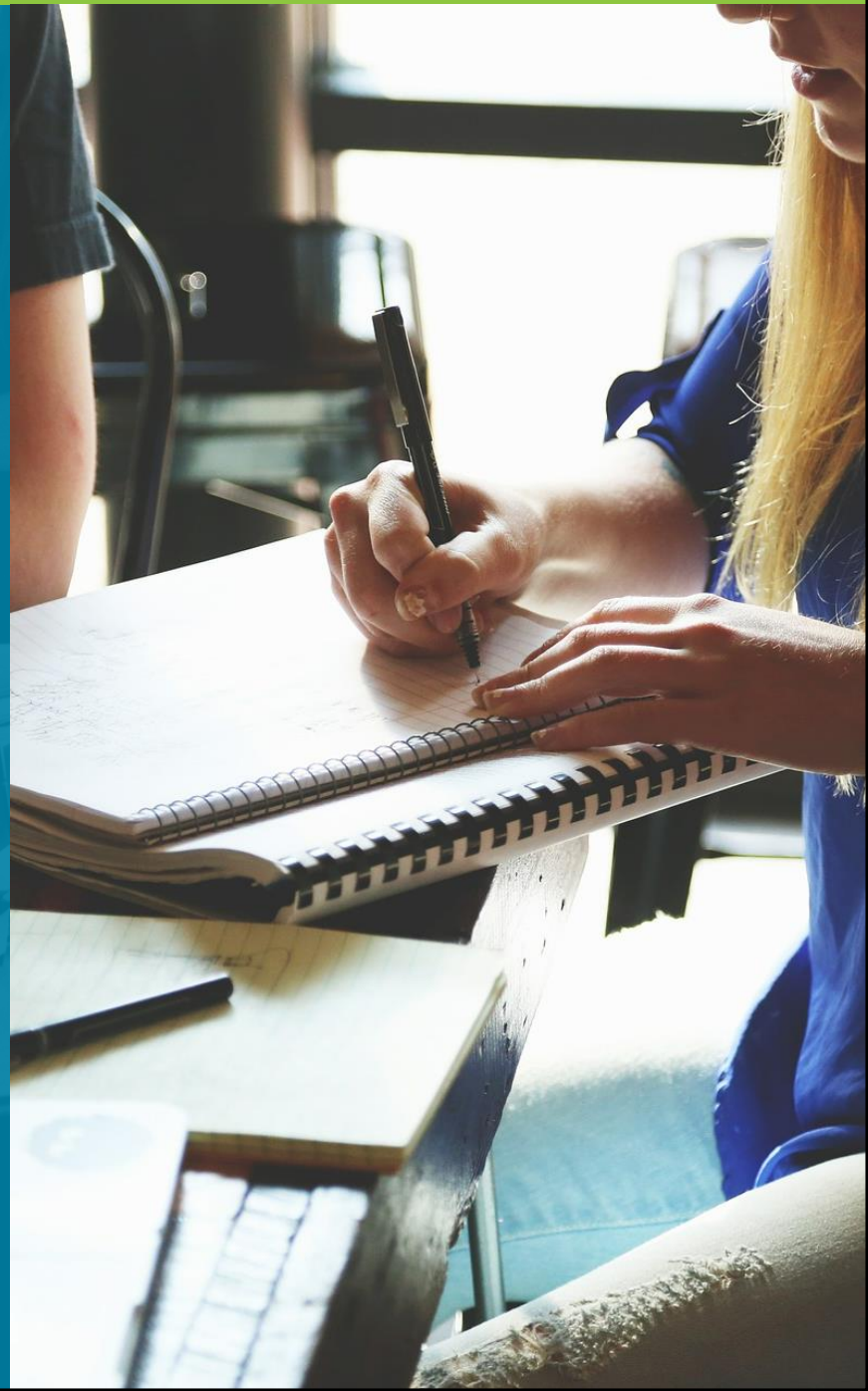
The alchemy of inference:

- Using active reading skills (beyond the basics)
- Engaging with the text and/or information presented
  - Questioning
  - Thinking critically
  - Making connections

Students need to be reminded that an inference is not a wild guess!

Advice

Provide  
opportunities for  
practice



# Check Your Reading Speed

## Free Reading Speed Test

Test your reading speed and comprehension

The screenshot shows a web-based reading speed test interface. At the top, there are three buttons: "Famous People (Long)", "Level 08", and "Story 01". Below these is a text area containing three paragraphs of text. At the bottom of the interface, it displays "2352 Words/Minute" and two buttons: "Cancel" and "Done Reading".

Famous People (Long) Level 08 Story 01

Some of the best advances in art, music, or even science, occur by what seems like random luck. That was the case with Robert A. Moog (it rhymes with "rogue"), who died in August 2004 at the age of 71. Moog invented the electronic synthesizer. It was a keyboard instrument that mixed music with technology to create a new sound. It became a central part of the rock bands that sprang up during the 1960s and 1970s.

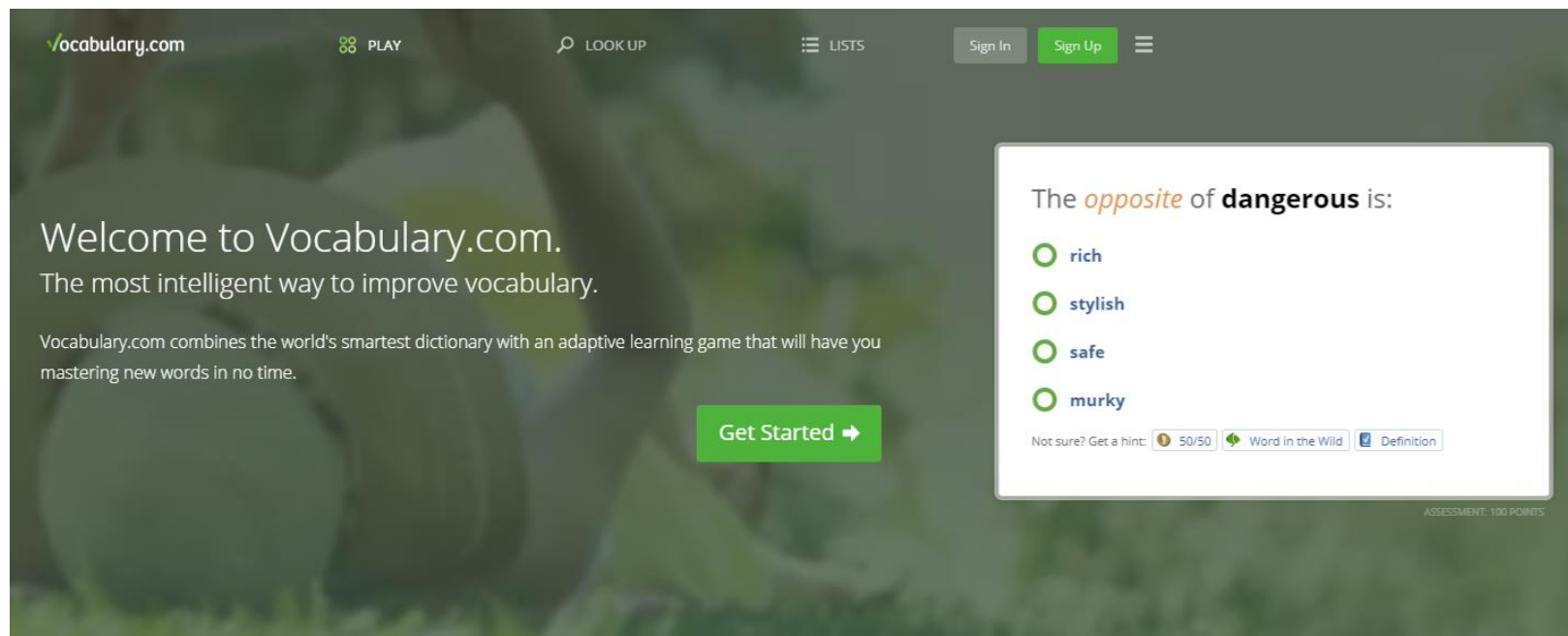
Moog was born in New York City on May 23, 1934. Growing up, he was forced to take piano lessons, and he hated them. One thing, though, did hold his interest. His father worked at Consolidated Edison as an electronics engineer, and he had a workshop in his home. The young Moog spent a great deal of time there, learning everything he could.

One day he ran across an article about the theremin, an electronic instrument created by Russian musician Leon Theremin. Unlike a traditional instrument, though, the theramin has no keys to hit or strings to pluck. To play it, the musician moves his hands between two electronic antennae. Depending on the motion and position of his hands, he can produce a wide variety of sounds, such as a human voice, a stringed instrument, or even an animal's

2352 Words/Minute Cancel Done Reading

<http://www.freereadingtest.com/>

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# Need Resources for Source Texts?

## Science & Math

### Endangered Species: The snow leopard

By Gale, Cengage Learning, adapted by Newsela staff  
05/03/2018

Text Level **6**  
Word Count **610**



Image 1. A snow leopard pictured in a protected area in Kyrgyzstan, a country in central Asia. The area is run by the Nature and Biodiversity Conservation Union, a German organization that works to restore snow leopard populations and fight against poaching. Photo from: Vyacheslav Oseledko/AFP/Getty Images.

The snow leopard, or ounce, has a beautiful coat of long, pale gray fur with white underneath. Its coat is patterned with solid black spots on its head and legs and dark gray rosettes on the rest of its body. Although it is called a leopard, it is most closely related to the tiger.

### Sports industry gears up for virtual reality revolution

By James Pheby, Agence France-Presse  
10/17/2018

Text Level **12**  
Word Count **605**



New England Patriots running back James White uses a virtual reality headset at a training camp on the practice field at Gillette Stadium in Foxborough, Massachusetts. Photo by Pat Greenhouse/The Boston Globe via Getty Images

From training with Major League Baseball pitchers to bone-jangling racing on board an F1 car, technology's potential to revolutionize sport was the hot topic as industry leaders met in London, England, in early October.

Newsela <https://newsela.com/>



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## The Battle of the Bagel

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In the summer of 1995, a bakery opened in Montreal, Canada and began to serve warm, New York-style bagels. Other cities across the world had been thrilled when New York bagels finally came to town, but the Montrealers were outraged. Bagelville, the new shop, went out of business and closed its doors in less than a year.



### DETAILS

**Social Studies: Arts & Culture, Geography & Societies**

Grade: 9-10

Words: 723

Lexile: 1120L

Nonfiction

### Vocabulary

culture

tradition

unique

### StepReads (SR)

SR1: 910L, 820 words

### Standards

CCSS.ELA-LITERACY.CCRA.R.1

CCSS.ELA-LITERACY.CCRA.R.2

CCSS.ELA-LITERACY.CCRA.R.10

### Author

ReadWorks

### RELATED



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# Awesome Stories

<https://www.awesomestories.com/>

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Edgar Allan Poe's tale of The Tell-Tale Heart remains popular. This is an abridged...[Read more](#)

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-Dr. Seuss



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# Questions? Concerns?



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