Name ___________________________ Date ___________________________

Pretest: **Circle** the number of your proficiency in the following areas.
Posttest: Put an **X** on the number of your proficiency in the following areas.

**Level:** _____  **Unit:** Recognize and Recall Details (Lesson 1.1), Understand Stated Concept (Lesson 1.2), Draw Conclusion (Lesson 1.3), Summarize and Paraphrase (Lesson 1.4)

**Standard:** R.1, R.1.a, R.1-W.1, R.1.h, R.1.b

**Learning Goal:** Determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas.

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| 3 | Students will be able to determine central ideas or themes of texts, analyze their development, and summarize the key supporting details and ideas |
|---|---|---|---|---|
| *Comprehend explicit details and main ideas in text* |
| *Determine the details of what is explicitly stated and make logical inferences or valid claims that square with textual evidence.* |
| *Draw conclusion or make generalization that require mixing several main idea text* |
| *Summarize details and ideas in text* |

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| 2 | Students will be able to improve reading skills by asking Who? What? Where? When? Why? And How? to find the facts related to the main idea of the poster. |

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| 1 | Students will recognize or recall specific vocabulary, including: main idea, recall details comprehend, stated details/concepts, drawing conclusion, generalization, paraphrase and summarize |

| 0 | 1 | 2 | 3 | 4 |
Reading directions can save your life. These directions are especially helpful because they explain why each step is important.

Read the passage and answer the questions.

Making an Emergency Kit

An emergency can happen at any time. Earthquakes, floods, and huge storms strike with little or no warning. Get ready for whatever comes your way. Make an emergency kit now.

Begin by gathering bottled water. Water is the most important thing you will need. Store at least one gallon of water for each person in your family. The water should be in plastic bottles. Avoid glass bottles because they may break.

Next, stock up on food. Choose foods that do not need to be refrigerated or cooked. Examples include juice boxes, peanut butter, and granola bars. Canned meats and fruit are also good. Remember to include a can opener that can be used without electricity.

In an emergency, a family member may be injured in some way. Add a first-aid box to your emergency kit. Then you will be prepared to help if someone is hurt. Do you or other family members take any medicines regularly? If so, include a supply of these medicines in your emergency kit.

Electric power may go out, so be sure to include a flashlight. Remember to include extra batteries. Better yet, buy a flashlight that does not use batteries.

During an emergency, it is important that you can listen to the news. Emergency broadcasts will tell where to get help and how soon the danger will pass. Add a radio that runs on batteries. A whistle that you can blow to get attention is another good idea.

Put all of these items into a covered plastic box or a large backpack. Check your kit at least once a year to replace food items and batteries. You may never need this emergency kit, but it is wise to be prepared.
## Lesson Plan  Introductory Student Edition

Unit 1 Lesson 1.1 pages 14–21

### Reading Skill

**Recognize and Recall Details**

**Explain/Model:** Explain that it is important to read attentively in order to recognize and recall specific details. Then have students read aloud the passage about Antonio and the one about the stone wall. Model recognizing details that would be important to remember.

**Guided Practice:** Have students read the boxed passage. Then work with them to complete the task given in the directions. Discuss why the responses given after the passage are correct. Ask students to give you two other details they recall from reading the passage.

**Practice:** Have students read the passages about Mont Blanc and the African elephants. After reading each passage, discuss the answers to the questions and have students point out the details in the passage that support their answers.

**Apply:** After students answer the questions, have them read their responses aloud to the class. Encourage them to show classmates where they found the details in the passages.

**Check Up:** Have students work in small groups to read the passages and answer the questions. Then check each group’s responses with those of other groups in the class.

### Comprehension

**Set a Purpose for Reading:** Encourage students to set a purpose for reading. Provide self-questioning models, such as *What do I hope to learn? What do the directions tell me to look for? What will happen next?* By setting a purpose and then evaluating whether they achieved the purpose, students consciously monitor their own comprehension. They can also discuss the purpose they have determined with a peer or a teacher.

### ALPHABETICS

**Explore Words**

**Short Vowels:** Write these words on the board and read them with students, emphasizing the short vowel sound: *print, flapped, tent, band, stuff.* Ask volunteers to circle the letter that stands for the short vowel sound.

**Consonant Blends:** List these blends vertically on the board and read them with students: *bl, dr, pl, sp, st.* Then finish writing each word and read it together with the students: *blink, drag, plane, spill, stamp.*

**Spelling: Possessives:** Remind students that ‘s is used to show that something belongs to someone. Use names of students and objects from the classroom, such as these: the chair belonging to Tiara/Tiara’s chair, the pencil of Sam/Sam’s pencil. Have students suggest other examples.

### Vocabulary

**Academic Vocabulary/Tier 2**

- **topic details** recall describe passage
- **Before students complete the activity,** write the academic vocabulary words and definitions on the board. Discuss each word’s meaning with students. Then write the sentences below on the board. Read each sentence aloud and discuss it with students.
  1. I chose an unusual *topic* for my research report.
  2. The newspaper article includes *details* about the new mayor.
  3. My sister and I *recall* the first day of school differently.
  4. My assignment is to *describe* a park.
  5. Have you read the passage about how honeybees communicate?

### Fluency

**Echo Reading:** Read a sentence from one of the passages aloud. Then have students echo you by reading the same sentence and trying to read with the same speed and expression as you do.

- Invite students to do a timed reading of “A Young Man Speaks Out.” Afterwards, have them enter their times on the Wordsper-Minute table on page 121 and chart their reading speed on page 122 of the *Introductory Reader.*

**Encourage students to listen to “A Young Man Speaks Out.” Go to www.mhreadingbasics.com to play or download the recording. The recording provides modeled fluency and read-along support.**

### Application

**Workplace Skill:**

**Find Details in an Employee Memo**

Have students read the memo. Remind them that a memo is a workplace document that sends a message to one or more persons. Point out that although there may be a lot of information in a memo, the memo’s format can help make it easier to find certain details. For example, there is always a section at the top of a memo that tells the date, the subject, and the names of the sender and the recipient. After students answer the questions, have them start a list of important details that need to be included in a good memo. This list will come in handy when they do the Write for Work activity.

### Write for Work

Remind students which important details are needed in a good memo. Tell them to read the instructions for this task carefully to be sure they include all the requested information. Encourage them to share their work with a classmate and ask one another for suggestions about ways to make the memo clearer.

### Passkey

- Go to www.mhreadingbasics.com and click on the PassKey link. Customize instruction for your class using modules from *Reading/Language Arts, Levels 1 & 2.*
Many people who visit the seashore collect seashells. Some people look for shells with the sea creatures still in them. These shells are likely to be in the best condition. However, creatures that live inside shells can have poisonous stings. Most people just collect empty shells. The best time to find empty shells is after a storm. I like to visit the beach in the morning. Some shell collectors clean and label their shells. Other collectors, like artists, make jewelry and decorations out of the prettiest shells.

1. What is the topic of this passage?
   A  people who collect seashells
   B  different kinds of seashells
   C  things to do at the beach
   D  people who enjoy hobbies

2. According to the passage, what do some artists do with the shells they collect?
   F  They clean and label the shells.
   G  They look for sea creatures still in the shells.
   H  They make jewelry from the shells.
   J  They throw the shells back into the sea.

3. Which detail is NOT important?
   A  Some people look for shells with the sea creatures still in them.
   B  Some shell collectors clean and label their shells.
   C  Most people just collect empty shells.
   D  I like to visit the beach in the morning.

4. When is the best time for a collector to find empty shells?
   F  during a vacation to a waterfall
   G  in the early morning, around sunrise
   H  after a storm
   J  during a lightning storm

5. Which kind of shells are usually in the best condition?
   A  shells that are cleaned and labeled
   B  shells that you collect in the morning
   C  shells that have washed up on the beach
   D  shells with sea creatures inside them
CHECK UP

Read the passage. Then circle the letter of the answer to each question.

Many people got rich during the Klondike gold rush. In 1898 the town of Dawson was filled with prospectors. Thousands of people went to Dawson hoping to make their fortunes from gold. A few of them, however, got rich without mining for gold. They set up grocery stores in Dawson. The prospectors had to eat, and most of them cooked over campfires. The prospectors had no choice but to buy from the stores. Dawson grocers sold eggs for $18 a dozen. They sold milk for $3 a can. The miners who went in search of gold were taking a risk. The people who sold groceries to those miners were certain of making their fortunes.

1. Often the title states the topic of a passage. Which is the best title for this passage?
   A  Life in the 19th Century
   B  Striking It Rich in Dawson
   C  Milk and Eggs
   D  The Gold Rush

2. Why did prospectors rush to the Klondike in the 19th century?
   F  to eat
   G  to raise chickens
   H  to buy groceries
   J  to mine gold

3. Opening a grocery store in the Klondike
   A  was very risky.
   B  was a sure way to make money.
   C  was more risky than mining gold.
   D  was doomed for failure.

4. Which of these sentences is an unimportant detail in the passage?
   F  Some people set up grocery stores in Dawson.
   G  Dawson was filled with prospectors.
   H  Most prospectors cooked over campfires.
   J  They sold eggs for $18 a dozen.

5. Why did the prospectors buy food from the expensive grocery stores?
   A  There was nowhere else to shop.
   B  They liked specialty food items.
   C  The grocers accepted the prospectors’ gold as payment.
   D  They were friends with the store owners.
Write for Work

Read the job description on page 18. In a notebook, write a paragraph explaining why you do or do not think being a maintenance worker is a good job for you. Use details from the job description to support your opinion.

Reading Extension

Turn to “The Man-Eaters of Tsavo” on page 1 of Reading Basics Intermediate 1 Reader. After you have read and/or listened to the article, answer the questions below.

Circle the letter of the answer to each question.

1. The “man-eaters of Tsavo” lived in
   A Chicago.
   B east Africa.
   C the East Indies.
   D Great Britain.

2. Many of the lions’ victims were
   F railroad workers.
   G campers.
   H goats.
   J hunters.

3. What did Colonel Patterson use to kill the lions?
   A poisoned meat
   B a machete
   C a gun
   D a snares

4. How many lions made up the “man-eaters of Tsavo”?
   F one
   G two
   H too many to count
   J no one knows for sure.

5. Because they were so scared, many of the workers
   A ran away.
   B carried rifles.
   C refused to sleep.
   D played loud music.

6. Where can you see the “man-eaters of Tsavo” today?
   F at a railroad station in east Africa
   G outside the New York Public Library
   H in the Chicago Field Museum
   J near the Tsavo River

Write the answer to each question.

7. What are two details that describe the first dead lion?


8. Reread paragraphs 3 and 4. What are two facts about Colonel Patterson?
COMPOUND WORDS

A compound word is a word made from two words. For example: springtime is a compound word. It is made from the words spring and time.

Read each word. Then write the letter C on the line if the word is a compound word.

1. blueberry
2. worthwhile
3. afternoon
4. splinter
5. backyard
6. sparrow
7. airport
8. magnet
9. earthquake

SPELLING: POSSESSIVES

Read the words child’s coat. Notice the ’s at the end of the word child’s. It is used to show possession. Possessive words show that something belongs to a person or thing.

Read the phrases. Use ’s to write possessive words. The first item has been done for you.

1. the restaurant that belongs to Dave ________ Dave’s restaurant
2. the food that the baby gets _______________________
3. the toy that was given to Youko _______________________
4. the ribbons that belong to my niece _______________________

ACADEMIC VOCABULARY

Knowing these high-frequency words will help you in many school subjects.

- topic: the subject of a passage, article, or book
- details: facts and descriptions that give information
- recall: to remember
- theory: an idea about how or why something happens
- passage: a short piece of writing

Complete the sentences below using one of the words above.

1. The detective has a ________________________ about who is breaking into cars.
2. I do not ________________________ meeting her before today.
3. The librarian can help you find books on any ________________________.
4. I need to find out more ________________________ about the job offer.
5. When you have time, read this ________________________.
The Man-Eaters of Tsavo

1 These days they’re harmless. In fact, you can find them mounted and on display at Chicago’s Field Museum. But when they were alive, they were a terror. There were only two of them, but they killed at will. People lost sleep worrying about who would be the next victim. One person died of shock just thinking about “the man-eaters of Tsavo.”

2 In 1898 the British were building a railroad across east Africa. It was not an easy task. The tracks crossed mile after mile of barren land. Food, water, and supplies had to be hauled in from far away. Skilled workers had to be brought in from the East Indies. Then when the railroad reached the Tsavo River, they faced an even bigger problem. This new problem was lions—two huge lions that fed on human flesh.

3 Colonel John Henry Patterson was in charge of the railroad project. At first he didn’t believe the workers’ stories of lion attacks. He thought they were just rumors. Then one night he became convinced of the lions’ existence. One of the lions snuck into the tent of a railroad worker. The lion grabbed the worker by the throat. As another worker watched in horror, he was dragged out of the tent. “Let go!” he cried. But the lion’s grip was too strong. The next day, Patterson found the worker’s remains. It was not a pretty sight.
the beast would attack. But where? Patterson never seemed to guess right. He kept setting traps, but the lions kept striking somewhere else. The lions, he later said, always seemed to know where his traps were.

At last, Patterson decided to try a new tactic. He would no longer wait for the lions to come to him. He would hunt the lions on their own ground. Day after day, he crawled through the bushes. He never found them. That was probably just as well. If he had come across them, they would almost certainly have killed him before he could kill them.

Meanwhile work on the railroad had come to a complete stop. Hundreds of workers had run away. Those who stayed could think of only one thing—how to stay safe. Some tied their beds up in trees. Others slept on the tops of water tanks or roofs. Still others stayed in their tents but dug pits in the middle of the dirt floor. They slept in the pits, which they covered with heavy logs.

One day Patterson came across a donkey that the lions had killed. They hadn’t eaten all of it, and Patterson thought they might return to finish their meal. So he built a platform near the donkey’s body outside one of the camps. That night he sat on the top of the platform with his rifle and waited.

Soon one of the lions came near. With no moon, the night was black, and it was difficult to see. But Patterson could hear the lion’s deep sigh. The animal was hungry. But it was not going after the donkey. It was going after Patterson! Slowly the lion circled the platform. Patterson sat there terrified, “hardly daring even to blink my eyes.”

The lion came closer and closer. Still Patterson could not see it. Then at last he saw the lion’s faint
shattered
broken

Finally, its leg shattered, the lion could barely move. Patterson killed it with another volley of shots. The lions' reign of terror was over. The workers returned to their jobs. By then, however, "the man-eaters of Tsavo" had claimed more than 120 lives.

Timed
Reading

If you have been timed while reading this article, enter your reading time below. Then turn to the Words-per-Minute table on page 121 and look up your reading speed (words per minute). Enter your reading speed on the graph on page 122.

Reading Time: Lesson 1.1

__________________________  __________________
Minutes Seconds
Several years ago, the Entertainment Software Rating Board (ESRB) came up with a rating system. It was to help parents choose video games for their children. According to watchdog groups and members of Congress, the video industry needs to review this system. With this system, games with adult themes are often labeled as okay for children.

For example, a very violent game can receive a "T" (teen rating). The game manufacturer simply has to remove the color red, which indicates blood. Today's technology also allows the action in the games to look very real. Some stores, such as Zany Brainy, have stopped selling video games. Their staff could not agree on which games were okay for children.

Due to these growing concerns, the ESRB will review its current ratings. The new rating system will consider the adult content in today's video games.

Why was the video game rating system created?

A to warn children not to play certain games
B to help members of Congress evaluate the games
C to help the video game industry label video games
D to help parents know which video games to buy for their children

Why do some people want to change the rating system?

F Video game sales are down.
G The rating system is several years old.
H Members of Congress are concerned about the ratings.
J Sometimes games for adults are labeled as okay for children.

Why do some people think today's video games are more harmful than before?

A Children are now playing the games.
B The games are more realistic.
C There are more games for sale.
D The action in the games is faster than it was.

Why have some stores stopped selling video games?

F Congress asked them to stop.
G Parents are not buying enough games.
H The technology in the games is not very good.
J They cannot decide which games are appropriate for children.

Check your answers on pages 85-86.
Lesson 1.2

Understand Stated Concepts

INTRODUCE

Every passage contains information. Often important concepts, or facts and ideas, are stated directly. Make sure to pay attention to the stated concepts. Then you will better understand what you read. Note that when answering questions about a concept stated in a passage, the answer may not appear exactly as it is stated in the passage.

Read the example:

Amelia was born in New York City—and she’s never left. She loves her city, especially the noise and the people, but she wants to travel to somewhere new.

Where has Amelia lived all her life? New York City. The passage doesn’t state that directly. It states that she was born there and never left, but it means the same thing.

It’s often a good idea to underline or highlight important concepts as you read. This is especially true if you are reading something long or complicated. You can also make notes in the margin or in a notebook. This will help you better understand and remember important facts.

There may be times when you are asked a question and the answer is not given in the passage you have read. If this happens, reread the passage carefully. If you are certain that the answer is not in the passage, choose not stated.

Read the passage. Then answer the question by underlining the sentence where you found the answer.

(1) The gas in your stove has probably traveled a long distance. (2) Most natural gas is trapped below Earth’s surface. (3) Holes are drilled through the ground to get to this gas. (4) Then the gas is pumped through huge pipelines. (5) Pipes can be as wide as 60 inches across. (6) The gas is pumped at high pressure. (7) A network of pipes covers the country. (8) The gas arrives in pipes at the gas company. (9) From there it is sent out to homes through more pipes. (10) Someone living in New York might be getting gas that has come all the way from Texas, more than 1,500 miles away.

Where does natural gas come from?

Did you underline sentence 2? It says, “Most natural gas is trapped below Earth’s surface.” This stated concept is important to remember because it will help you to better understand the rest of the passage.
Read each passage. Then answer the questions.

A bolt of lightning is a great spark caused by an electric current. Water droplets in thunderclouds are charged with electricity. Different clouds have different charges. Opposite charges attract each other. When they meet, they form a lightning bolt. It is like a very large spark. Lightning can take place within one cloud or between a cloud and Earth. A bolt of lightning can kill a person or start a fire.

1. What is lightning?

2. Why is lightning considered to be dangerous?

3. List two places where lightning can occur.

We always have tears in our eyes, even when we aren’t crying. Eyes need tears at all times. Without tears, we would go blind. Tears keep eyes moist and help keep out dust. Tears come from glands that are behind the upper eyelids. They bathe the eyes and then flow out through tear ducts. Tear ducts are drains in the corners of the eyes nearest the nose. They are hidden inside the lower eyelid. When we cry, we let out too many tears for the ducts to handle—so they overflow.

4. Why do you need tears?

5. Where do tears come from?

6. What happens when we cry?

7. What are tear ducts?
Workplace Skill:
Find Stated Concepts in a Mission Statement

A mission statement is a brief description of a company’s fundamental purpose and focus. It is meant both for those in the organization and the general public. In a mission statement, a writer states the concepts that are most important to the company. Headings and titles are often used to draw attention to the main concepts.

Read the mission statement. Then circle the letter of the answer to each question.

GZ Mattress Company
Mission Statement

Our Goal: We strive to be the top manufacturer of mattresses in the world. In order to meet this goal, we will ensure that our products and designs are superior to all others.

Our Pledge: We promise to provide high-quality, cost-effective mattresses to improve the quality of our customers’ sleep.

Our Professionalism: Our standards include a commitment to courtesy, service, and respect. We always put our customers first. We expect all employees to adhere to these standards. We follow these standards when working with each other and with people outside our company.

1. What is GZ Mattress Company's main goal?
   A to produce and sell the least expensive mattresses in the world
   B to produce the most comfortable mattresses in the United States
   C to be the top manufacturer of mattresses in the world
   D to make sure employees adhere to their standards

2. What heading helps you find the section on the company's standards?
   F Our Goal
   G Our Pledge
   H Our Professionalism
   J GZ Mattress Company Mission Statement

3. What idea is NOT directly stated in the mission statement?
   A Customers can request a copy of the company's mission statement.
   B The company wants its employees to always put the customer first.
   C The company is concerned about improving customers' sleep.
   D Employees should follow the standards with each other and the public.

4. Which is NOT a standard of GZ Mattress Company?
   F commitment to courtesy
   G commitment to quality
   H commitment to service
   J commitment to respect
Explore Words

CONSONANT BLENDS

When the letter pairs sh and th come together, they stand for one sound. You can hear these sounds at the beginning of shine and think. The letter pair sh can blend with the letter r. You can hear this consonant blend at the beginning of shrink. The letter pair th can also blend with the letter r. You can hear this blend at the beginning of three.

Write shr or thr to make a word in each sentence.

1. Jackson ______ew the ball to me.
2. Make sure to ______ed your old checks.
3. Hot water can ______ink that shirt.
4. I need some ______ead to mend this.

SUFFIX -able

A suffix is a word part added to the end of a word. A suffix changes the meaning of the word. For example, the suffix -able means “able to be.” The meaning of the word like changes when you add -able to the end. Likeable means “able to be liked.”

Read each word. Then form a new word by adding the suffix -able. Write the new word followed by its meaning.

1. tax ____________________________
2. comfort _________________________
3. depend __________________________
4. refund __________________________

SPELLING: CONTRACTIONS

A contraction is a short way to write two words. Isn’t is a contraction. It is a shorter way to write the words is not. Every contraction has an apostrophe (’). It takes the place of the missing letters. In isn’t, the apostrophe takes the place of the letter o in not.

Write the contraction for each pair of words on the line. Choose from the list in the box.

<table>
<thead>
<tr>
<th>didn’t</th>
<th>wouldn’t</th>
<th>aren’t</th>
<th>don’t</th>
<th>shouldn’t</th>
<th>couldn’t</th>
</tr>
</thead>
</table>

1. do not __________________________ 4. would not __________________________
2. did not __________________________ 5. could not _________________________
3. should not _______________________ 6. are not _________________________
Unit 1 Lesson 1.1

Practice, page 15
1. A 4. H
2. H 5. D
3. D

Apply, page 16
Sample answers:
1. Some molds are good.
2. Molds on food look like fuzz.
3. Unwanted mold can spoil a food's taste.
4. Some cheeses need mold to get their flavor.
5. Throw away expired food.
6. No one knows for sure where sea salt came from.
7. Sea salt may have come from rocks.
8. Water washed salt off the rocks.
9. Every gallon of seawater has about a quarter of a pound of salt.

Check Up, page 17
1. B 3. B 5. A
2. J 4. H

Workplace Skill; page 18
1. D
2. G

Write for Work, page 19
Check that the writing includes the following points: a main idea about why the writer would like or dislike being a maintenance worker and one or two details to support the main idea.

Reading Extension, page 19
1. B 4. G
2. F 5. A
3. C 6. H
7. Sample answers: It was huge. It was almost nine feet long. It was almost three and a half feet high. It took eight men to carry it.
8. Sample answers: He was in charge of the railroad project. He was a skilled hunter.

Unit 1 Lesson 1.2

Explore Words, page 20
Long Vowels
1. bike 2. cake 3. pine
4. phone 5. cute

Consonant Blends
2. str 3. nk
4. spr 5. nk
6. st 7. sl

Page 21
Compound Words
The following are compounds:
1. blueberry 2. worthwhile
3. afternoon 5. airport
4. earthquake
6. backyard

Spelling: Possessives
2. the baby's food
3. Youko's toy
4. my niece's ribbons

Academic Vocabulary
1. theory 2. recall
3. topic 4. details
5. passage

Check Up, page 25
1. C 4. G
2. F 5. C
3. B

Workplace Skill, page 26
1. C 3. A
2. H 4. G

Write for Work, page 27
Check that the writing includes the following points: a clearly stated key concept about the company and at least one goal to achieve it.

Reading Extension, page 27
1. B 3. B
2. F 4. F
5. Sample answer: They were very thankful for the help she gave them.
6. Sample answers: The house had no stove or refrigerator. Her bed was a mat on the floor.

Explore Words, page 28
Consonant Blends
1. thr 3. shr
2. shr 4. thr

Suffix -able
1. taxable; able to be taxed
2. comfortable; able to give comfort
3. dependable; able to be depended upon
4. refundable; able to be refunded

Spelling: Contractions
1. don't 4. wouldn't
2. didn't 5. couldn't
3. shouldn't 6. aren't

Page 29
Syllables
2. latex 8. cab-in
3. exact 9. tiger
4. hotel 10. pocket
5. cab-in 11. dragon
6. begin 12. tulip
7. music

READING BASICS Part 2: Student Editions 85
Doctors (and Nurses) Without Borders

Mary Lightfine, a volunteer with the group Doctors Without Borders, helps a boy with an injured arm in a refugee camp. Doctors Without Borders gives medical care to people in need worldwide.
services. They were volunteers. One of the volunteers was Mary Lightfine.

Lightfine had a quiet childhood. She spent many of her early years on a farm in Ohio. So she knew how to feed hens and clean out barns. When she grew up, she wanted more action in her life, so she became an emergency-room nurse.

For 16 years Lightfine worked in emergency rooms across the United States. By 1992 she felt ready for a change. She still wanted to help the sick and needy, but she wanted to travel more. She wanted to see other countries and learn about other ways of life. When a friend suggested Doctors Without Borders, Lightfine decided to give it a try.

It was a decision that changed her life. Over the next eight years, Lightfine worked for Doctors Without Borders in 10 different countries. She gave children vaccines in Uganda. She handed out food in Sudan. She stitched up wounds in Macedonia.

Along the way, Lightfine saw a lot of suffering. On the day she bathed the dying man, she also comforted a woman whose home had been destroyed by war. She bandaged a child who had been hurt in the fighting. "If I move fast and don't think about it, I'll be able to perform my work," she said.

Sometimes, though, she could barely believe what she saw. She treated one man who had been beaten by enemy soldiers. Said Lightfine, "From his waist down he was blue like a gym bag. He had been tortured and beaten. In all the emergencies I have worked, I have never seen any person bruised that much. It was very difficult for me to imagine that someone could do that to another person."
treated were always very grateful. Some were so thankful they cried. Others hugged her or gave her special blessings. Some tried to share their last bit of food with her. In Macedonia one woman threw her arms around Lightfine and kissed her. Said Lightfine, “More people have said thank you here than in 10 years of working in an emergency room back home. When people say thank you, you’ve made a difference. For me, that is the greatest gift.”

Timed Reading

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Reading Time: Lesson 1.2

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