

Jump Start!

On the following pages, you will find

- an overview of reading strategies with adult students,
- ten brief “Jump Start” readings, and

four annotated lists of high-interest readings:

- Selections for teens,
- Intensive Language Arts Reading,
- Selections for Reading I and
- Selections for Reading II.

Research on Reading Strategies for Adult Students--Overview

A. What is needed for the adult education reading student?

The adult reading student represents an intervention challenge. Students who may have progressed through the grades unevenly or who reach high school unable to read efficiently sometimes lose heart. These students avoid reading whenever possible. They may be well aware of their deficiencies or they may demonstrate avoidance. In any case, making struggling readers comfortable with the remediation process, motivating them to persist through difficulties, and widening their intellectual interests are the goals of this project.

B. What are good reading behaviors or characteristics?

It goes without saying that good readers are fluent; they possess word analysis and vocabulary skills. They comprehend what they are reading. At the same time, good readers possess skills that are less obvious: they have learned how to interact with texts, particularly difficult texts, by using strategies such as recognizing context, questioning, making inferences, and using prior knowledge. Good readers recognize the text's purpose. Alert to text format, they consciously respond to boldfaced words, indices, and chapter headings and subheadings. Also, good readers monitor the process. Since these readers know when a text becomes problematic, they apply correctives such as slowing down their reading pace or rereading. In short, good readers demonstrate a conscious control of their efforts. Finally, good readers respond to incentives within the text. These readers can identify the texts that produce enjoyment and stimulation. They know what they like to read.

C. What constitutes high interest and why is this important?

In American society, individualism is important. Students easily recognize what they like or dislike in pop culture, food, leisure pastimes and venues for enjoyment. At the same time, many reluctant or struggling readers fail to realize the same elements of choice represented by the broad availability of printed texts. These students may not recognize how personal interests or goals influence their choice or dismissal of reading activities. Therefore it is important to present reluctant readers with a variety of texts. Different genres and a broad range of topics equally offer the satisfaction of curiosity that lies at the heart of reading.

Features that struggling readers most appreciate include thin books and short chapters. Physical features such as abundant white space and clear fonts also assist these readers. Characters involved in action, those who generate realistic dialogue or outwit opponents also attract these readers. Texts that explain, describe or illustrate scenarios consistent with readers' social, psychological, or economic conditions contain enormous appeal. Texts that promise escape through reading and problem-solving through reading also build interest. Offering a variety of choices in reading not only builds intrinsic motivation but also insures a life-long reader.

D. *How to use Lexile annotations.*

The Lexile Framework for Reading (www.Lexile.com) is a set of tools to measure both reader ability and text difficulty on the same scale, called the Lexile scale. Lexile measures are widely adopted by national and state assessments, standardized reading programs, and by more than 450 publishers.

The Lexile scale is a developmental scale for reading ranging from 200L for beginning readers to above 1700L for advanced text. Lexile measures are based on a text's *semantic difficulty* (word frequency) and *syntactic complexity* (sentence length). Matching a reader's measure (derived from a Lexile inventory or test) to a text with the same Lexile measure leads to an expected 75 percent comprehension rate. A Lexile measure does not take the subject matter or content of the book into consideration.

The Lexile Map, a poster sized graphic, helps students, teachers, and parents select reading materials at an appropriate level of complexity. Generally speaking, a Lexile measure of 800 indicates about a Grade 6 level of semantic and syntactic complexity. In another example, Jack London's *White Fang*, which has a 1090L suggests a Grade 9 level reading, while *The Call of the Wild* lexiled at 1250 suggests a high Grade 10 or Grade 11 level. Teachers can visit the Lexile website to index books individually.

Jump Start! Readings

This collection of ten high-interest readings is intended to provide a small resource collection of high-interest readings, that front-office staff can use with students during the registration process, that counselors can use to determine students' interests, and that teachers can use to determine students' reading rates and fluency. The readings can be used repeatedly to give students practice for fluency and comprehension. Like learning to play a musical instrument, re-reading the same article or articles allows students to improve their reading skills for other materials as well. When charted over a period of time, students can also have the satisfaction of watching their reading rate and fluency improve.

Overview, lists and "Jump Start" readings created by Antonia Lewandowski, Ed.D.

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Base Jumping



Do you know anyone who has jumped from an airplane? Jumpers do this in freefall at over 100 miles per hour. Other jumpers leap from cliffs or other manmade objects. Base jumping is risky, but some people think it is fun.

The word BASE is an acronym (pronounced *ak-roh-nim*). It stands for the first letter in each of four places that people like to jump. These places are: buildings, antennas, spans, and earth formations like canyons.

BASE jumping from ordinary buildings is difficult. Most places have locked doors that stop someone from climbing to the top and jumping off. Many BASE jumpers like skyscrapers that are buildings still under construction. These buildings are easy to jump from.

Antenna towers are good jumping points also. Towers are often as tall as the world's tallest buildings, but have less security or fewer guards. That is one of the reasons towers are easier to climb. They are often found in out-of-the-way places too.

Bridges, or spans, that cross over water attract jumpers. Some people like to jump from gorges. (A gorge is a narrow opening between hills.) Others jumpers leap from canyons. People who like BASE jumping like the danger and excitement it brings.

Base jumping was invented in 1978 by a man named Carl Boenish. Carl had an idea that sky diving equipment would make jumping safe. How did he try out his idea? He went hiking to the top of a mountain with four friends. Carl filmed the four of them jumping. Everyone landed safely.

In some places, BASE jumping is not legal. In other places, jumping is allowed one day a year.

What do you think? Would you like to try BASE jumping if you could? Be ready to talk about your opinion in a few minutes.

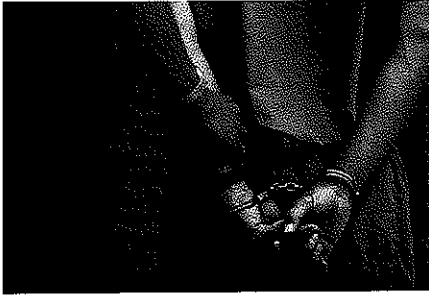
Word List

risky buildings construction
antenna security

Adapted from <http://entertainment.howstuffworks.com/base-jumping.htm>

How Bounty Hunting Works

326 words



In the Wild West, when the local sheriffs wanted to catch an outlaw, they put up "Wanted" posters. These posters promised a reward. For example, the reward for capturing Jesse James was \$5,000. That was big money at the time.

In the West, bounty hunters answered the call. They tracked the bad guys. They did anything it took to bring in the outlaws. This meant "dead or alive." Today, most bounty hunters are trained professionals. They are licensed. Bounty hunting is a business. It is a part of the American justice system.

When you watch a news story about an arrest, you may hear about "bail." Bail money is set to make sure the person who is charged with the crime shows up in court. Not everyone who is accused of a crime can afford bail money. In those cases, a bail bondsman will put up the bond. It is like a loan. The bondsman gets a percentage (usually 10 percent) of the total bail. It is also like insurance.

Suppose the accused person skips town. Then the bail bond must be paid by the bondsman. That is when the bounty hunter steps in. That person is hired by the bondsman to track down the "skips." In return for their services, bounty hunters earn anywhere from 10 percent to 20 percent of the total bail bond. All a bounty hunter needs to make the arrest is a copy of the bail "piece." That is the paperwork that shows a person is a fugitive. The bounty hunter doesn't need a warrant and doesn't have to read a fugitive his or her Miranda rights.

Are the bounty hunters successful? According to them, bounty hunters nab nearly 90% of all bail jumpers. That is more effective than the police. And yes, bounty hunting is legal. Different states have different laws. In general, bounty hunters have more authority to arrest than even the local police.

What do you think? Do you have a favorite TV show that includes a character who is a fugitive or a bounty hunter?

Word List

professionals
authority

percentage
bounty

accused
capture

fugitive
licensed

Adapted from "How Bounty Hunting Works" by Stephanie Watson;
<http://people.howstuffworks.com/bounty-hunting.htm>

How to Buy a Fuel-efficient Vehicle

432 Words

When you're shopping for a fuel-efficient vehicle, you'll want to keep weight and safety in mind. Common sense tells us the smallest available engine delivers the highest miles per gallon. But, that's not always the case.

A small engine might send you to the gas pump more often rather than less often. Also, the life of an overworked engine is not usually a long one. So a 4-cylinder engine might be more economical than a V-6 powering the same car. Then again, smaller isn't always the best choice.



What you need is the best match between car size/weight and engine output. Too small, and the engine can work too hard. Too big, and it uses more gas than necessary to get the job done.

To choose between a standard and optional engine, check the EPA ratings. Pay attention to the real-world road tests. Look at mileage figures. Also look for comments on the way the engine delivers the power that you need. Is it too little or too much for the driving that you need to do?

The biggest factor in saving gas is vehicle weight. A heavy vehicle simply needs more power than a smaller one. The power is needed for acceleration load-hauling capacity. More power comes from having a larger-displacement engine.

Consumer Guide® tests show that for the same model of vehicle, the version that has a larger engine almost always uses more fuel than one with fewer cylinders or less displacement. In some SUVs and pickup trucks, the version with the smaller engine averages fewer miles per gallon. But large, heavy vehicles with larger engines don't have to strain. These vehicles can turn out to be more fuel-efficient than the smaller engine choice.

Large, heavy vehicles also have lower real-world fatality rates than smaller, lighter vehicles. But it is not possible just to say that size equals safety. Some large vehicles, such as full-size pickup trucks, have high fatality rates too. Much depends the design of the vehicle and the safety features.

Midsized-cars often have a low center of gravity. With this kind of design, a car resists rollover accidents. But medium sized cars can have big collisions with larger vehicles. So when you're shopping for a fuel-efficient vehicle, keep weight and safety in mind.

What do you think? Considering your lifestyle, what kind of car is best for you?

Word List

efficient	vehicle	weight	available
economical	overworked	optional	displacement
fatality	gravity		

Adapted from "How to Buy a Fuel-efficient Car"

by The Auto Editors of Consumer Guide, <http://auto.howstuffworks.com/how-to-buy-a-fuel-efficient-car.htm>

Is Your Car Going Too Fast?

340 words

Laser speed guns rely on the reflection time of light. Reflection time means how long it takes for the light to reach a car and then travel back. To understand this idea, think about an echo. If you shout down a well or across a canyon, the sound travels. The sound takes time to reach the bottom of a well. Then it has to travel back to your ear. How fast does sound travel? It travels about 1,000 feet each second. So if a well is deep, you can notice the round-trip time of the sound.

More about echoes. Echoes, the repetition of sound, occur when the sound waves in your shout reflect or bounce off a surface. There may be water at the bottom of the well. The sound needs time reach the water and travel back to your ears.

Now think about how fast light travels. It travels faster than sound. Light travels 186,282 miles per second. That's fast. A laser speed gun uses infrared light, not sound. The gun can measure the round-trip time it takes light to reach the car and travel back.

How fast does light travel from the speed gun? A laser speed gun shoots a very short burst of infrared laser light toward the car. Then it waits for the light to reflect off the vehicle. The gun counts the time it takes for the round trip. This time is measured in nanoseconds.

A nanosecond is one billionth of a second. The gun counts the number of nanoseconds it takes for the round trip. Then it divides the total number of nanoseconds by 2. That's how it finds out the speed of the car.

The police like laser speed guns. The "cone" of light from the gun is small. Because the cone of light is small, the gun can aim at one vehicle at a time. The gun is also accurate. But, the police officer has to aim the laser speed gun. The police officer has to be accurate in aiming the gun. If you are speeding and the officer is accurate, you might be seeing those flashing lights behind you sometime soon.

What do you think? Would it do a driver any good to argue with a police officer who pulled over a car for speeding? Why or why not?

Word List

reflection	sound	echo	canyon
repetition	measure	aim	



Adapted from "How does a laser speed gun work to measure a car's speed?" and "Introduction to How Radar Works" by Marshal Brain; <http://auto.howstuffworks.com/question396.htm>

Cool Facts About Video Games Then and Now

Video games have been around since the early 1970s. Games were first played at arcades. Atari introduced the game "Pong" to arcades in 1972. This game was a great hit. It was the first truly successful arcade game. That same year the first home game system appeared. This system was called "Odyssey." The system did not even have a microprocessor. Instead it had 40 transistors and could show only simple graphics. Players had to tape plastic screens over the television set. Now a game system is really a specialized computer.



In 1975, Atari brought out Pong as a home game. This game was first sold at Sears. Pong was a big, big success. Atari's Pong video game console was the No. 1 selling item for the 1975 holiday season.

After this success, the game system idea really took off! The first color portable video game system was the Atari **Lynx**, introduced in 1989 and priced at \$149.

The word **atari** comes from the ancient Japanese game of **Go**. **The term** means "you are about to be engulfed." This word is used by a player to inform his opponent that he is about to lose.

There are other interesting facts in the history of video games. In the 1980s, a service called *Gameline* allowed users to download games to the Atari 2600 over regular phone lines. The service was not a success, but it did pave the way for America Online, the world's largest Internet service provider.

PlayStation 2 is the first video game system to use DVD technology. Nintendo's **Game Boy** is one of the most successful game systems ever developed. This game has sold more than 100 million units worldwide.

There is even a museum of video games. It is called Videotopia. People who visit this museum get to play all the old games. It brings back memories of the past. This museum has traveled all over the world. You too can visit this museum -- on the Internet.

Word List

system transistor graphics specialized engulfed
technology museum

What do you think? Do video games give people a chance to have fun or are they getting too violent? Should parents decide what games children should play?

Adapted from "How Video Games Work" by Jeff Tyson;
<http://entertainment.howstuffworks.com/video-game7.htm> .

Can some people tell counterfeit bills just by touching them?

The answer is, "Yes!" Lots of people know what money feels like. People like bank tellers, cashiers and wait staff can feel a counterfeit bill. People who work with money notice when the paper feels wrong.

That "feel of money" is different from the touch of other kinds of paper. There are three different things that make the paper in paper bills different. First, the paper used to make money is made from cotton and linen fiber. It is called rag paper.

Normal paper that you use every day is made from cellulose, the plant material found in trees. This kind of paper is used for newspapers and books. It is used for the notebooks you write in.

There is another difference between regular paper and money. Paper money is thin compared to regular paper products. How does this happen?

The paper used for money is squeezed under high pressure. This happens during the printing process. The pressure makes the money very thin. The pressure also makes the new money feel crisp.

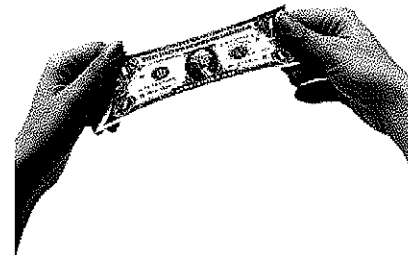
In real money there are tiny blue and red fibers mixed into the paper when it is made. These fibers are easy to find in real money. But if someone tries to make fake money with a printer, the red and blue lines don't show up. People who try to make counterfeit money by scanning it into a PC and printing out the result find it is not so easy to get the same details right.

Finally, if someone tries to print counterfeit money on a "normal" printer, it will feel all wrong. Also, a counterfeit pen can spot fake money. These pens are something like highlighters. The pens contain the element iodine, that changes color when it comes into contact with cellulose. So, count your change and watch that money!

What do you think? What would you do if you received a counterfeit bill after paying for something?

Word Bank

cellulose	counterfeit	iodine	linen
cashier	pressure	squeeze	fiber



Adapted from: "A friend of mine says she can tell counterfeit bills by the way they "feel." Is this possible?"
by Marshall Brain <http://money.howstuffworks.com/question734.htm>

From Garage Doors to Keyless Entry

395 words

Have you ever wondered how your remote keyless entry works? How does this device unlock the door of your car from 20 feet away?



The fob or tab on your keychain that opens your garage door is a small radio transmitter. First, you push a button on the fob. This turns on a small radio transmitter. The button sends a code to the receiver. Your car has this receiver. Your garage has one too. The radio receiver is set to receive the signal. The signal comes from the transmitter.

Garage door openers were first used around the 1950s. In the early days of garage door openers, the transmitters were simple. They sent out only one type of signal. If you pressed the transmitter, the garage door opened. That could be a big problem, though. All remotes used the same signal. People could drive down the street and open any garage door.

Later, in the 1970s, people got better openers. These new openers had a controller chip and a circuit board called a DIP switch. The circuit board had 8 switches. Now it was possible to control the code that the transmitter sent. The garage door would open only if the receiver sent the right code.

Today the key-ring controller that you use to open the car door is even better. The device has a miniature chip. The chip creates the code. The transmitter sends out the code. This chip even has a memory to hold the code. Now it is possible to send a code that is individual. The receiver only opens the door if it gets the code it expects.

There are up to 256 possible valid codes that can "talk" between the transmitter and the receiver. So if your three-year old sister or brother pushes the device, it has that many code combinations that will work. That's how many chances you have to get the door to open. Don't worry, though. Other people have only a one-in-a-billion opportunity to accidentally find the right code to get into your car. Unless you hit the 257th try, that is.

What do you think? Would it be a good idea to have keyless entry for your house?

Word List

Keyless	transmitter	switches	accidentally	
Receiver	circuit	valid	remote	miniature

Adapted from "How Remote Entry Works," by Marshall Brain in <http://auto.howstuffworks.com/remote-entry2.htm>

How Hair Coloring Works

352 Words

Hair coloring is ancient history! Greek heroes used harsh soaps and bleaches to lighten their hair. They also wanted red hair because this was the color of honor and courage. First-century Romans liked dark hair. They made a dye from boiled walnuts and leeks, a vegetable.

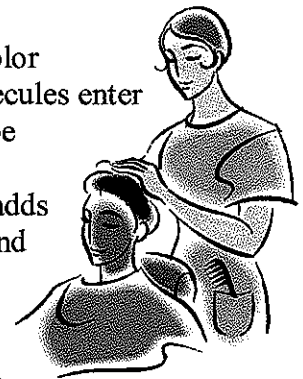
Today, about 75 percent of American women report coloring their hair. Many women want to cover gray. Others like red, the most popular color asked for in beauty salons. Men also color their hair. Sales of men's hair coloring have increased by 50 percent in just five years.

Hair coloring smells better than it used to. Also, most color can be applied easily. Some color is worked into wet hair. Other types have a shampoo-like lather. The down side is that the chemicals are harsh and can be harmful.

There are three types of hair coloring. Semi-permanent color contains tiny color molecules that enter the hair's outer layer, the cuticle, and then go further in to the cortex. These molecules don't mix with your natural color. The molecules are small and after several shampoos, they just exit the hair shaft. This kind of coloring won't lighten hair because it does not contain ammonia or peroxide.

Semi-permanent color lasts longer. In this process, pre-color molecules go deeper into the cuticle and enter the cortex. These molecules partner to create larger molecules. The larger size means they take longer to wash out. This type of color has a small amount of peroxide.

Permanent color is the third type. This type is used for a big or strong color change. In permanent color, ammonia and peroxide are used. Tiny molecules enter all the way into the cortex. They react and expand to a size that cannot be washed out. Your hair has to grow out over time. This process acts to lighten the hair's natural color as it forms a new base. Then the process adds a new color. The end result is a combination of your natural hair color and the new shade you chose. That's why the strand test is important! Everybody's hair is different.



What do you think? Is coloring your hair worth the money and the time?

Word List

permanent	cuticle	cortex	molecule
strand	process	ammonia	peroxide
ancient	combination		

Adapted from "How Hair Coloring Works" by Marshall Brain,
<http://science.howstuffworks.com/hair-coloring.htm>

Horoscopes and You



Some people believe in horoscopes. Others do not. Early humans looked at the night sky and saw patterns of stars. They tried to explain how star patterns and human events were linked. This thinking brought together ancient religion and science. Later we called this pattern of thinking astrology.

Do the positions of the stars and planets influence our lives? People who think so believe in astrology. Believers in astrology look at the position of the sun, stars, moon, and planets at the time of a person's birth. They say that star patterns shape a person's make-up and relationships with others.

People interested in a simple form of astrology look for their "sign." A sign refers to one of the 12 constellations or patterns of the zodiac. The zodiac, an imaginary band, has 12 patterns of stars. Ancient people likened each to an animal or person in Greek mythology.

You can find each of the 12 signs in newspaper horoscopes. For example, Leo (the lion) is said to rule July 22 - August 21. Another way to separate the signs is by element, or basic substance. Ancient people thought about the world in terms of fire, water, earth, and air.



Aries, Leo, Sagittarius are *fire signs*. People with this birth sign are supposed to show leadership qualities and be open to change. *Water signs* like Cancer, Scorpio, and Pisces, are emotional and sensitive. *Earth signs* like Taurus, Virgo, and Capricorn, show down-to-earth qualities. These people are practical. Finally, *air signs* like Gemini, Libra, and Aquarius, show high intelligence.

Far in the past, people used astrology to think about events and make predictions for the future. Believers in astrology today also think this way.

For example, when President Reagan was in office, his wife Nancy asked the astrologer Joan Quigley to work with them. This astrologer wrote up star charts. The charts suggested days and times when the President should meet with people or give speeches. The President's daily calendar was linked to the stars. Ms. Quigley charged up to \$3,000 a month for advising Nancy and President Reagan.

Do you know your sign? Looking in the newspaper for your sign can be an interesting way to think about yourself and what makes you special.

What do you think? Would you wear a piece of jewelry that had your sign? What would you tell people if they asked you about the sign?

Word List

pattern
constellation

ancient
element

positions
advise

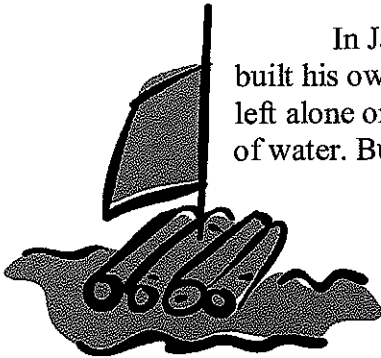
astrology

Adapted from "How Horoscopes Work" by Edward Grabianowski;
<http://people.howstuffworks.com/horoscope3.htm>

Survival Story: Lost at Sea

362 Words

Steve was lost at sea. He survived for more than 2 months alone on a small inflatable raft. What did he do to survive? Let's find out.



In January 1982, Steven Callahan set sail from the Canary Islands. He built his own boat, a small one. The boat sank six days into the trip. Steve was left alone on a five-foot life raft. He had only 3 pounds of food. He had 8 pints of water. But he also had a solar still and a spear.

What is a solar still? It is a simple device that makes salt water drinkable. Steve managed to survive on his own for 75 days. Without the still and the spear, he probably could not have survived.

During his time at sea, Steve's raft traveled about 1,800 miles. All during this time, he fought death! For example, sharks attacked the raft many times. Also, Steve was badly sunburned. To stay alive, Steve ate whatever fish he could catch with the spear. When his raft sprang a leak, Steve kept his raft afloat and kept watch over the leak. This leak was a problem for 33 days, until the day he was rescued.

Before he started out on this sail, Steve was an expert in some ways. He knew how to sail. He had shipbuilding experience too. His background experience helped him survive.

Steve stayed in control of his thoughts. He found ways to occupy his mind. He used quick thinking to stay out of trouble. Sometimes he watched as big ships passed but didn't notice him. If Steve had let himself think negative thoughts, he would not have made it. But Steve was determined to live. His experience at sea is a lesson in two very important survival skills. One is determination, the ability to stay firm when problems build up. The other is a positive attitude.

Steve wrote a book about his experiences called *Adrift: Seventy-Six Days Lost at Sea*.

What do you think? Think of something you've done that showed your determination. What did you do to think positively -- and survive?

Word List

managed	survival	experience
determined	device	attitude

Adapted from: <http://people.howstuffworks.com/survival1.htm>

High Interest Books for Teens

Title	Author	Pages	Lexile	Publisher	Description/Genre
<i>Tears of a Tiger</i>	Draper Sharon M	180	700 ALA Quick Pick	Aladdin Paperbacks 1994	<u>Fiction:</u> Urban setting and idiom; lots of dialogue, first person; involves a basketball star and drunk driving death; realistic high school setting
<i>Looking for Alaska</i>	Green John	221		Dutton Books 2005	<u>Fiction:</u> Interpersonal relations; boarding school; search for answers about life and death after a car crash; first person, literary allusions
<i>Whitigig</i>	Fleischman	133	760 ALA Best Book	Dell Laurel-Leaf 1998	<u>Fiction:</u> Relationships; car crash, memorial; artistic effort; journey story
<i>*Darkness Before Dawn</i>	Draper Sharon M	272	670 ALA	Simon Pulse (Division of Simon Schuster) 2002	Conclusion to the Hazelwood High trilogy; urban setting; senior girl; romance, relationship
<i>Breathing Underwater</i>	Flinn Alex	263	510	Harper Collins Children's Books 2001	<u>Fiction:</u> male protagonist; anger management class; relationships
<i>The Watsons Go to Birmingham--1963</i>	Curtin Christopher Paul 1997	210	Yearling Newberry	Award Yearling Book, 1995 (Bantam, Doubleday, Dell	African-American family going south at a dark moment in American history. Realistic children
<i>Slaying Fat for Sarah Byrnes</i>	Crutcher	216	920 ALA Best Book	1993 Bantam Doubleday Dell	Realistic characters and conversations; traumatic injury, relationship, family secrets; high school seniors
<i>Lucy the Giant</i>	Smith L. Sherril	640	640	Publisher Dell Laurel-Leaf pb. 2002	Strong female protagonist; abusive father; setting Alaska and crabbing industry; self-esteem issues;
<i>Make Lemonade</i>	Wolff Virginia Euwer	200	890	Scholastic 1993	F First person, short chapters; female protagonist; baby-sitting job; love and loyalty
<i>Black Mirror</i>	Werlin Nancy	249	580 ALA Best Book	Speak Books: Penguin Putnam	F Mystery involving death of a brother, boarding school, identity issues
<i>Like Sister on the Home front</i>	Williams-Garcia, Rita	165	750		African-American identity; urban setting and idiom, single teenage mother and family
<i>Dealing with Dragons</i>	Wrede, Patricia E.		830 ALA Best Book	Scholastic	Fantasy; female protagonist; struggle against witches, jinn, stone prince and others

Readings for Intensive Language Arts

FL CCD #10004000

Nonfiction and Career Selections

Title	Author	Page Count	Level	Publisher	Description	Genre	LA
<i>English I Missed</i>	Connie Turner & Judy Shane		Basic ELL	ags/globe.com	Addresses common errors directly, states the correct use, and gives students practice in understanding how and when to use specific forms such as "Stayed and Stood," "It's and Its," "There, Their, They're," and many more; suitable for basic, ESL and ELL.	Language Arts	B. 2.4.3 A.1.4.2
<i>From Home to School</i>		72	Grades 1-3	New Readers Press www.newreaderspress.com	Workbook style, theme-based readings and life skill activities designed for parents of school-age children; comprehension, vocabulary and writing skills; audiotapes and CDs available; teacher's guide;	Life Skills	D.2.4.1 A. 2.4.8
<i>In the Know, Book 2</i>		64	Grade 2	New Readers Press www.newreaderspress.com	Twenty lessons; practice in decoding skills; follow-up activities; topics include sports, health and fitness, jobs.	Life Skills	A.1.4. 2
<i>Reading Wise 1</i>		48	Grades 1-3	New Readers Press www.newreaderspress.com	Comprehension-based nonfiction reading; each lesson includes main reading, one target skill, application; magazine format; ESL focus on current topics and citizenship; teacher's guide available	Nonfiction	A.1.4.3 A. 2.4.8
<i>School to Career</i>	Southern Media Systems	288	Grade 4	www.southernmedia.com sys@earthlink.com	Available as classroom kit or student textbook; vocabulary; career profiles	Life Skills	A.2.4.5
<i>Sports on the Edge, Level I Library</i>	AMP Reading System	40	Grade 3-4	AGS/Globe	Selection from an intervention reading program that teaches one strategy at a time; also available on audio CD; high interest material	Nonfiction	A.1.4.1 A.2.4.2
<i>Strange Journeys, Level I Library</i>	AMP Reading System	40	Grade 3-4	AGS/Globe	Selection from an intervention reading program that teaches one strategy at a time; also available on audio CD	Nonfiction	A.2.4.2

Readings for Intensive Language Arts

FL CCD #10004000

<i>Things to Know About Cars and Driving</i>	Southern Media Systems	80	9-12; special needs students; low ESL	www.southernmedia sys@earthlink.com	Workbook style, with discussion questions, writing assignments, activities	Life skills and literacy	A.2.4.8
<i>Things to Know About Housing</i>	Southern Media Systems	80	9-12; special needs students; low ESL	www.southernmedia sys@earthlink.com	Workbook style, with discussion questions, writing assignments, activities	Life skills and literacy	A.2.4.8
<i>Things to Know About Spending and Saving Money</i>	Southern Media Systems	80	9-12; special needs students; low ESL	www.southernmedia sys@earthlink.com	Workbook style, with discussion questions, writing assignments, activities	Life skills and literacy	A.2.4.8

Fiction

Title	Author	Page Count	Level or Lexile	Publisher	Description	Genre	SSS
<i>Acceleration</i>	McNanee Graham	210	670L	Wendy Lamb Books: Random House 2003	Working in the Lost and Found of the Toronto Transit Authority, adolescent finds the diary of a serial killer; short chapters; first-person narrative	Fiction	A.2.4.2
<i>Adapted Classics: Dark and Mysterious Tales</i>	Globe/Fearon	Varies	Grades 4-8	ags/globe.com	Set of six; includes <i>Frankenstein</i> , <i>Phantom of the Opera</i> , <i>An O'Henry Reader</i> , <i>The Adventures of Sherlock Holmes</i> , <i>An Edgar Allan Poe Reader</i> , and five Teacher's Resource Manuals.	Fiction Classics	A.2.4.1 E. 1.4.3
<i>Black Mirror</i>	Werlin Nancy	249	580L ALA Best Book	Speak Books: Penguin Putnam	Mystery involving death of a brother, boarding school, identity issues; rivalry	Fiction	A.2.4.1
<i>Cut</i>	McCormick, Patricia	151	660L	Scholastic PUSH 2000	Female protagonist; self-mutilation and rehabilitation; life inside a treatment center; first-person narrative	Fiction	A.2.4.1
<i>Darkness Before Dawn</i>	Draper Sharon M	272	670L ALA	Simon Pulse (Division of Simon Schuster) 2002	Conclusion to the Hazelwood High trilogy; urban setting; senior girl; romance, relationship	Fiction	A.2.4.1

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<i>Give a Boy a Gun</i>	Strasser Todd	194	760L	Simon Pulse, Simon & Schuster 2002	Revenge; school shootings; suicide, guns in school; short paragraphs and easy reading	Fiction	A.2.4.1
<i>Imani All Mine</i>	Porter, Connie	212	580L	Mariner: Houghton- Mifflin 1999	African-American teenage mother; NY State urban setting; reader's guide available	Fiction	A.2.4.3
<i>Like Sister on the Homefront</i>	Williams- Garcia Rita	165	750L	Speal Books: Penguin Putnam	African-American identity; urban setting and idiom, single teenage mother and family	Fiction	A.2.4.4
<i>Lucy the Giant</i>	Smith L. Sherri	150	640L	Publisher Dell Laurel-Leaf pb 2002	Strong female protagonist; abusive father; setting is Alaska and crabbing industry; self-esteem issues	Fiction	C.3.4.2
<i>Say Goodnight, Gracie</i>	Deaver, Julie Reece	214	580L	Harper Trophy: Harper Collins 1988	Car accident kills best friend; coping with death; Chicago theater scene	Fiction	A.2.4.1 D.2.4.1
<i>The Spy Who Came In From the Sea</i>	Peggy Nolan	144	Grade 3	Pineapple Press www. pineapplepress. com	A teenager during World War II moves to Jacksonville and a spy on the local beach.	Fiction	A.2.4.2
<i>Tangerine</i>	Bloor, Edward	178	680L	Scholastic 1997	Moving from Texas to Florida; soccer team sports; mystery; crime; visual disability; ALA Top Ten	Fiction	A.2.4.3
<i>Tears of a Tiger</i>	Draper Sharon M	180	700L ALA Quick Pick	Aladdin Paperbacks 1994	Fiction, urban setting and idiom; lots of dialogue, first person; involves a basketball star and drunk driving death; realistic high school setting	Fiction	A.2.4.2
<i>Touching Spirit Bear</i>	Mikaelson Ben	240	670L	Harper Trophy 2001	Juvenile delinquents, rehabilitation, anger, forgiveness, child abuse, Tlingit Indians and "Circle Justice." Award-winning author of novels	Fiction	A.1.4.1

Readings for Intensive Language Arts

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Series/Programs

Title	Author	Page Count	Level	Publisher	Description	Genre	SSS
<i>Attitudes for Work</i>	Job Skills and Career Exploration Series		Grade 2	ags/globe.com 2007	Soft cover work texts include exercises, glossaries, case studies, sample forms, and answer keys; teacher guide, second edition available	Career	A.1.4.3 A.2.4.5 B.2.4.3 A.2.4.8
<i>Caught Reading Plus</i>	Series		Grade 6	ags/globe.com 2000	High interest 6-12; work texts increase vocabulary, develop word attack skills; increase comprehension as texts proceed through eight levels; includes novels; appropriate for ESL	All	A.1.4.2 A.2.4.1 A.1.4.1

Selections for Reading 1

FCCD 1008300

Nonfiction and Career Selections

Title	Author	Page Count	Readability Level	Publisher	Description	Genre	LA
<i>African-American Heroes of the Civil War</i>	Composite	128	Grades 4-5	www.southernmedia sys@earthlink.com	Reproducible biographies and creative projects	Social Studies	B. 2.4. 2
<i>Discovering Careers for Your Future</i>	JIST	96	Grades 4-8	www.jist.com	Series covering 20 careers that links interests with school subjects; profiles of famous persons, interesting facts, photos, related jobs	Career and Success	B. 2.4. 8
<i>Fascinating News Stories</i>	Composite	214	Grade 7	www.southernmedia sys@earthlink.com	Reading and vocabulary comprehension skill builder; real life stories from newspapers	Nonfiction	A.1.4.2
<i>Finding Job Openings (Get That Job Series)</i>	Composite		Grades 4-5	Contemporary www.mhcontemporary.com	One book in a series designed for adult learners; includes reading, role playing, and job-related vocabulary; instructor manual available	Nonfiction	A. 1.4.3
<i>From Home to School</i>	Composite	72	Grades 2-3	New Readers Press www.newreaderspress.com	Workbook style, theme-based life skill activities designed for parents of school-age children; comprehension, vocabulary and writing skills; audiotapes and CDs available; teacher's guide	Life Skills	B. 2.4.8
<i>Giant Predators of the Ancient Seas</i>	Judy Cutchins & Ginny Johnston	48	Grade 4	Pineapple Press, 2006 www.pineapplepress.com	Color photos and paintings describe ancient sharks' and other sea creatures' habitats and activities	Nonfiction	A. 2.4.7
<i>How to Look Good to an Employer</i>	Series: Job Skills and Career Exploration		Grade 5	ags/globe.com 2007	Soft cover work texts include exercises, glossaries, case studies, sample forms, and answer keys; teacher guide, second edition available	Career	A.2.4.4
<i>In the Know, Book 4</i>	Composite	64	Grade 4-5	New Readers Press www.newreaderspress.com	Twenty lessons; expanded reading and comprehension; follow-up activities; topics include sports, health and fitness, jobs.	Life Skills	A.1.4.4

Selections for Reading I

FCCD 1008300

<i>Ice Age Giants of the South</i>	Judy Curchins & Ginny Johnston	48	Grade 4	Pineapple Press www.pineapplepress.com	Prehistoric animals revealed through Ice Age fossils from Texas to South Carolina	Nonfiction	A.2.4.7
<i>Latino Heroes of the Civil War</i>	Southern Media Systems	128	Grades 4-5	www.southernmedia.com sys@earthlink.com	Reproducible biographies and creative projects	Social Studies	A.2.4.4
<i>Living Your Dreams, Level 2 Library</i>	AMP Reading System	50	Grades 4-5	AGS/Globe	Selection from an intervention reading program that teaches one strategy at a time; also available on audio CD	Career	A.1.4.2
<i>45 Profiles in Modern Music</i>	Southern Media Systems	152	Grade 5	www.southernmedia.com sys@earthlink.com	Short readings; follow up activities such as word searches, crossword puzzles	Humanities	A.1.4.2 A.1.4.3
<i>News for You</i>	Composite	4	Grades 4+	New Readers Press www.newreaderspress.com	Tabloid, color and graphics, newspaper format; high interest current events and features; flexible subscription; manageable vocabulary and simplified sentence structure; teacher supplement and online PowerPoint support	Nonfiction Current Events	A.1.4.2
<i>Short Lessons in Art History: Artists and Their Work</i>	Southern Media Systems	224	Grades 5-8	www.southernmedia.com sys@earthlink.com	Informal biographies; highlights personal struggles and successes; exercise books available	Humanities	A.1.4.2 A.1.4.3
<i>Studying for a Driver's License</i>	Composite	100	Grade 4	New Readers Press www.newreaderspress.com	Designed to be used in conjunction with the state driving manual; full color illustrations of symbols and signs; Spanish-English glossary	Life Skills	A.2.4.8

Selections for Reading I

FCCD 1008300

<i>Teen Dream Jobs: How to Find the Job You Really Want Now</i>	Nora E. Coon	144	Grade 7-12	Beyond Words Publishing	Teen age author breaks down the steps in deciding about and finding a rewarding job; self-help; recommended by School Library Journal	Nonfiction	A.2.4.8
<i>Young Person's Career Skills Handbook</i>	Editors at JIST	256	Grades 4-9	www.jist.com	Exploration of foundation and SCANS skills; explanation of why the skills are important; case studies, scenarios, vocabulary	Career and Success	A.2.4.4
<i>Young Person's Occupational Outlook Handbook</i>	Editors at JIST	336	Grades 4-9	www.jist.com	Career reference, with simplified format, graphics, 270 jobs described; workbooks and teacher materials available	Career and Success	A.2.4.7

Fiction Selections

Title	Author	Page Count	Readability Level	Publisher	Description	Genre	LA
* <i>Acceleration</i>	McNanee Graham	210	670L	Wendy Lamb Books: Random House 2003	Working in the Lost and Found, adolescent finds the diary of a serial killer; short chapters; first person narrative	Fiction	E.2.4.6
<i>Angus, Thongs and Full-Frontal Snogging</i>	Remison Louise	222	700L	Avon: Harper Collins 1999	British humor; diaries; glossary of British slang	Fiction	E.2.4.7
<i>The Body of Christopher Creed</i>	Plum-Ucci Carol	248	720L	Harcourt, Brace	High school; missing persons; peer pressure; emotional problems; written by an award-winning feature writer	Fiction	E.2.4.6

Selections for Reading I

FCCD 1008300

* <i>Cut</i>	McCormick Patricia	151	660L	Scholastic PUSH 2000	Female protagonist; self-mutilation and rehabilitation; life inside a treatment center; first person narrative	Fiction	E.2.4.6
<i>Dealing with Dragons</i>	Wrede Patricia B.	175	830L ALA Best Book	Scholastic	Fantasy; female protagonist; struggle against witches; jinn, stone prince and others	Fiction	E.2.4.3
* <i>Give a Boy a Gun</i>	Strasser Todd	194	760L	Simon Pulse: Simon & Schuster 2002	School shooting; revenge, suicide; guns in school; short paragraphs and easy reading	Fiction	E.2.4.8
* <i>Imani All Mine</i>	Porter, Connie	212	580L	Mariner: Houghton- Mifflin 1999	Urban setting; African-American teenage mother; reader's guide available	Fiction	E.2.4.8
* <i>Lucy the Giant</i>	Smith L. Sherri	180	640L	Dell Laurel Leaf 2002	Strong female protagonist; abusive father; Alaska crabbing industry; self-esteem issues	Fiction	E.2.4.6
* <i>Say Goodnight, Gracie</i>	Deaver Julie Reece	214	580L	Harper Trophy: Harper Collins 1988	Car accident kills best friend; coping with death; Chicago theater scene	Fiction	E.2.4.6
* <i>Tangerine</i>	Bloor Edward	212	680L	Scholastic 1997	Moving from Texas to Florida; soccer team sports; mystery and crime; visual disability; ALA top ten books	Fiction	A.2.4.3
<i>The Watsons Go to Birmingham 1963</i>	Curtin Christopher Paul	210	Yearling Newberry Award	Bantam, Doubleday, Dell 1995	African-American family going south at a dark moment in American history; realistic; family journey	Fiction	A.2.4.3 A.2.4.8
<i>Whirligig</i>	Fleischman	133	760L ALA Best Books	Dell Laurel-Leaf 1998	Fiction; relationships; car crash; memorial; journey story	Fiction	E.2.4.6

* Titles also listed in Intensive Reading

Selections for Reading II

FCCD 1008310

Nonfiction and Career Selections

Title	Author	Page Count	Readability Level	Publisher	Description	Genre	LA
<i>American History Mysteries</i>	Composite	150	Grades 7-9	Southern Media Systems www.southernmediasys@earthlink.com	Full page readings; illustrations; 52 history-based mysteries; cases with "clues;" research activities	Social Studies	E.2.4.5
<i>Appreciating Musicals</i>	Composite	196	Grade 8	Southern Media Systems www.southernmediasys@earthlink.com	Full page readings; illustrations; includes listening guides and activities	Humanities	A.2.4.3
<i>Careers in Focus</i>	JIST editors	176-192	Adult	www.jist.com	Retail, alternative health care, public safety, and others; a series of 49 titles, each including an overview of career, history, requirements, advancement, earnings, work environment	Careers	A.1.4.2
<i>Careers without College</i>	Peterson Linda	104	Grades 10-12	Peterson's Guides	Descriptions of careers such as police officers, emergency medical technicians, dispatchers, rescue specialists and others	Careers	A.2.4.8
<i>Catching Air</i>	Gutman Bill	166	Grades 11-12	Citadel Press: Kensington Publishing 2004	Action sports: snowboarding, skateboarding, BMX biking, inline skating; photos; index	Nonfiction	A.2.4.3
<i>Fascinating Facts from American History</i>	Composite	282	Grades 8-10	Southern Media Systems www.southernmediasys@earthlink.com	Full page readings; illustrations; insights into history through personality profiles, anecdotes, etc.	Social Studies	A.2.4.8
<i>Great Failures of the Extremely Successful</i>	Young Steve	336	Grades 8-10	Tallfellow Press, Inc. www.tallfellow.com	Personal stories by celebrities and newsmakers	Nonfiction Self-help	E.2.4.6

Selections for Reading II

FCCD 1008310

<i>Holler If You Hear Me</i>	Dyson Michael Eric	268	Adult	Basic Books 2001	Sympathetic biography of Tupac Shakur; nostalgia; hero worship; index and bibliography; specialized vocabulary	Biography	E.2.4.6
<i>How to Get a Job in Healthcare</i>	Zedlitz Robert H.	128	Adult	Delmar Learning	A comprehensive guide to job seeking in health industries; contains how-to-steps and models; CD-ROM resumé generator; instructor's manual and transparencies available	Careers	A.2.4.6
<i>High Tech Crime Fighters</i>	AMP Reading System: Level 3 Library	100	Grades 5-6	Ags/globe.com 2007	Selection from an intervention reading program that teaches one strategy at a time; also available on audio CD	Career	A.2.4.6
<i>Mythology</i>	Composite	120	Grades 7-9	Southern Media Systems www.southernmediasys@earthlink.com	Influence of mythology on daily life; vocabulary lists; pronunciation guide; extension activities	Interdisciplinary	E.2.4.5
<i>Our Solar System</i>	Composite	98	Grades 7-9	Southern Media Systems	Science literacy through activities from daily life; available as a 3-book set	Science	A.2.4.7
<i>Short Takes</i>	Composite	202	Grades 9-12	Southern Media Systems	Adolescent themes: questions and writing suggestions; teacher's guide	Applied literature	E.2.4.1
<i>Sinkholes</i>	Friend Sandra	96	Grade 9	Pineapple Press www.pineapplepress.com	How sinkholes develop and provide environments for specialized plants and animals	Nonfiction	A.2.4.1

Selections for Reading II

FCCD 1008310

<i>The Teenager's Guide to the Real World</i>	Brain Marshal	368	Grades 9-12	BYG Publishing	Clear advice; centers on teenagers making their own informed decisions; self-help	Careers	A1.4.2
<i>Tony Hawk: Between Boardslides and Burnout</i>	Hawk Tony	169	1160L	Regan Books: Harper Collins 2002	First person account of training and competitions; full page color photos	Auto-biography	A.2.4.3
<i>Tupac: Resurrection</i>	Editors: Hoye Jacob & Ali, Carolyn	235	Adult	Atria Press	Memorial book of photos, transcripts, notebooks, urban culture; crime; gritty but engaging	Biography	A.2.4.3
<i>Twenty Florida Pirates</i>	McCarthy Kevin	96	Grade 9-Adult	Pineapple Press www.pineapplepress.com	Adventures of famous pirates; interesting facts from Navy records, newspapers and eyewitnesses	Nonfiction	A.2.4.7

Fiction

Title	Author	Page Count	Readability Level/Lexile	Publisher	Description	Genre	LA
<i>*Angus, Thongs and Full-Frontal Snogging</i>	Rennison Louise	222	700L	Avon: Harper Collins 1999	British humor; diaries; glossary of British slang	Fiction	E. 2.4.7
<i>*Dealing with Dragons</i>	Wrede Patricia E.	175	830L ALA Best Book	Scholastic	Fantasy; female protagonist; struggle against witches; jim, stone prince and others	Fiction	E.2.4.3

Selections for Reading II

FCCD 1008310

<i>Like Sister on the Homefront</i>	Williams-Garcia, Rita	165	750L		African-American identity; urban setting and idiom; single teenage mother and family	Fiction	E.2.4.6
<i>Looking for Alaska</i>	Green John	221	Grade 10	Dutton Books 2005	Interpersonal relationships; boarding school; search for answers after a car crash; first person; literary allusions	Fiction	E.2.4.5
<i>Making Lemonade</i>	Wolff Virginia Euwer	200	890L	Scholastic 1993	First person; short chapters; female protagonist; baby-sitting job; love and loyalty	Fiction	E.2.4.1
<i>Touching Spirit Bear</i>	Mikaelsen Ben	Harper Trophy 2001	670L	240	Juvenile delinquents; rehabilitation; Tlingit Indians and "Circle Justice."	Fiction	E.2.4.5
<i>Vampire High</i>	Rees Douglas	226	Grades 5-7	Delacorte Press 2003	High school vampires; transfer student; short chapters	Fiction	A.2.4.3
<i>Slaying Fat for Sarah</i>	Crucher Chris	216	920L Best ALA Book	Bantam Doubleday Dell 1993	Traumatic injury; realistic characters and conversations	Fiction	E.2.4.2

* Also listed in Reading I