



High-Low Reader 3+

Developed by teachers and reading specialists, **High-Low Reader 3+** is full of interesting, yet easy to read, fully illustrated fiction and non fiction stories for older students reading at a grade 3.0-4.0 level. This program is designed to encourage reading and help struggling readers. The program includes a help system to ensure that students do not become stuck and pronunciation and definitions for difficult words. To ensure comprehension, each story features a wide variety of questions to develop understanding, vocabulary and language. **High-Low Reader 3+** can be used by any number of students, over and over, year after year. Colorful illustrations and audio rewards ensure that the program will keep students' interest peaked, allowing for independent improvement of reading skills.

Targeted Skills

- Drawing Conclusions, Getting the Main Idea & Predicting Outcomes
- Using Verbs
- Contractions
- Plurals
- Using Words in Context, Word Meanings & Factual Recall
- Pronouns
- Phonics
- Working with Syllables
- Root Words & Compound Words

Teacher Dashboard

The Teacher Dashboard tracks student progress throughout each program and records the percentage score for every activity completed. This feature provides an overview of how well a student is progressing and allows the teacher to identify strengths and weaknesses.

- Records students' results automatically as they work.
- Prints reports quickly and easily for sharing with parents and staff.
- Provides summary reports by subject or detailed reports by activity.
- Allows teachers to print reports for individual students or an entire class.
- Stores student marks in one central location for all programs.

Story Index

Fair Scare
Foolish Food
Just for Kicks
Flying Disc Clown
News or Not
Please, Louise
Melville Murrel
Tony Hawk
Leader of the Pack
Animal Escapes
The Old Man
Bigfoot

Learning Strands

Each page of each story has one question for each of these strands. Examples follow on the next page.

STRAND	SKILLS
Comprehension	Getting the Facts, Drawing Conclusions, Factual Recall, Inference, Predicting Outcomes
Language	Working with Syllables, Using Verbs, Plurals, Contractions, Pronouns, Word Endings, Phonics
Vocabulary Development	Word Meanings, Root Words, Using Words in Context, Synonyms, Antonyms, Homonyms, Compound Words

Example Questions - From "Fair Scare"

TEXT (pages 1-3 of 8)	QUESTIONS
<p>Sue and Carol always went to the fair together. Sue liked the rides and Carol liked the games. They took turns doing both. Carol didn't like the high rides that went around fast, but she went with Sue anyway. After the third fast ride Carol said, "No more rides."</p>	<p style="text-align: center;">COMPREHENSION</p> <p>1. How many rides had the girls taken?</p> <p>2. Carol did not like rides that were _____ and _____.</p> <p style="text-align: center;">VOCABULARY</p> <p>1. What is the antonym of the word <i>together</i>? apart / cool / dressed / pretty.</p> <p style="text-align: center;">LANGUAGE</p> <p>1. The contraction <i>didn't</i> is a short way of saying two words: _____ and _____.</p>
<p>"Just one more," Sue said. "After this we'll do what you want."</p> <p>"Good," Carol said. "I want to go in the haunted house."</p> <p>"Oh, no," Sue said. "I don't like scary things."</p> <p>"If I go on one more ride, you have to go in the haunted house."</p> <p>"Alright."</p>	<p style="text-align: center;">COMPREHENSION</p> <p>1. Who said this sentence: "If I go on one more ride, you have to go in the haunted house." Carol or Sue?</p> <p>2. Sue is scared of the haunted house but Carol is scared of the [rides, Sue, houses].</p> <p style="text-align: center;">VOCABULARY</p> <p>1. What is the base word of <i>scary</i>? scar / scared / scare / car.</p> <p style="text-align: center;">LANGUAGE</p> <p>1. What two words make the contraction <i>don't</i>? __ and _____.</p>
<p>They gave their tickets to the man at the gate. Carol's eyes got bigger when they took their seat. The ride was high. It was a big wheel that you stood on. It tipped and went round and round. When it started up, Carol looked white. As it went faster she changed from white to green.</p>	<p style="text-align: center;">COMPREHENSION</p> <p>1. Click on the events in the correct order in which they happened to Carol: She looked white / She looked green / Her eyes got big.</p> <p>2. Carol's eyes got bigger, showing that she was [scared, tipped, happy].</p> <p style="text-align: center;">VOCABULARY</p> <p>1. When they stood on the wheel Carol did not like it. Carol does not want to [stood, stand, standing] on the wheel again.</p> <p style="text-align: center;">LANGUAGE</p> <p>1. The word <i>it</i> is a pronoun. It stands in place of the word [ride, gate, seat].</p>