High-Low Reader 2+

Developed by teachers and reading specialists, **High-Low Reader 2+** is full of interesting, yet easy to read, fully illustrated fiction and non fiction stories for older students reading at a grade 2.0-3.0 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 2+** 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

Cat Nap
Zoo Hero
Making Hay
The Watch Ghost
Josie
The Field Trip
The Summer Job
The Cellphone
The Giant Squid
The Hockey Sweater
Runaway Horse

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 "Cat Nap"

TEXT (pages 1-3 of 4)	QUESTIONS
Tom went to bed early. He'd had a long day. The old house was quiet and still. Everyone had gone to the show in town. Tom had decided to stay home. The only thing that was playing was a movie for girls. "No thanks," he thought to himself.	**COMPREHENSION** 1. "Tom went to bed early because he'd had a long day." This tells you that Tom was [tired, early, quiet]. **VOCABULARY** 1. Which word in this part of the story is an antonym for the word *late*? _ _ _ _ _ **LANGUAGE** 1. Which word does not have the long sound of the letter *i* as in *find* or *pie*?
He crawled into bed and turned out the light. He had just closed his eyes when he felt something on his legs. It felt heavy like a cat had curled up there, but there was no warmth of a body.	**COMPREHENSION** 1. Here are some of the things Tom did. In which order did he do these things: He crawled into bed, He closed his eyes, He turned out the light. **VOCABULARY** 1. What is the base word of *warmth*? _ _ _ _ **LANGUAGE** 1. Tom felt something on his legs. He hopes he will not [feel, felt, feeling] it again.
Tom knew the cat would wake him up if he didn't put it outside. He turned on the light and looked at his feet, but there was nothing there. He looked around the room. He saw nothing. "Where are you?" Tom said. He got up and looked under the bed. But the cat wasn't there. He looked in the closet. The cat wasn't there either. He gave his head a rub and crawled back under the covers.	**COMPREHENSION** 1. Tom looked for the cat. Where, and in what order? In the closet, Under the bed, On his feet, Around the room. **VOCABULARY** 1. What is a homonym for *new*? _ _ _ _ **LANGUAGE** 1. What two small words make up each of these contractions? didn't: _ _ _ _ _ _ wasn't: _ _ _ _ _ _