READY TO READ

STUDENT EDITION

READING FOR EVERYDAY LIFE

A PRACTICAL ADULT LITERACY READER

HOME LIFE | ERRANDS | BILLS | WORK | COMMUNITY

READ. GROW. USE IT TODAY.

READY TO READ

Student Reader

Reading for Everyday Life

32 adult-life readings matched lesson-for-lesson to the 16-week instructor program

This Reader Belongs to You

This book is for adult readers. The stories are about everyday life: home, work, shopping, bills, appointments, cooking, messages, community information, and other things adults read every day.

Each reading matches one lesson in the Ready to Read instructor program. Read the page more than once. It is fine to point to the words, use a reading card, circle a word, or ask for help. Rereading is practice, not failure.

After each reading, use the response page to tell what you understood and to write something of your own. Your writing does not have to be perfect. The goal is to use reading and writing for something that matters to you.

For practice forms and examples, use made-up information. Do not write real passwords, bank account numbers, Social Security numbers, or other private information in this book.

A Good Reading Habit

Read once to get the idea. Read again to notice words. Read a third time to make the sentences smoother.

My Information

Words to Watch

name • address • city • state • phone • date • sign • number

My name is Maria Green. I live at 125 Oak Street. My city is Monroe. My state is Louisiana. My phone number is written on my contact card. When I fill out a form, I look for the words name, address, city, state, and phone. I read each line before I write.

Later, Maria meets the same kind of reading again in a community class registration table. This time, one line is unfamiliar. She does not hurry. she reads each heading slowly and checks where the answer belongs. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: name, address, city, state, and phone. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can complete common forms with less help. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What word tells you where to write who you are?

_____

_____

2. What word tells you where you live?

_____

_____

3. What should you do before writing on a form?

_____

_____

Write About It

Write about a form you have had to complete. What words did you see on it?

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Complete a simple personal-information form using fictional practice information.

One word I want to remember: _____

Today I learned to _____

Reading Signs Around Me

Words to Watch

stop • exit • open • closed • office • restroom • enter • wait

On Monday, Maria goes to the community center. The front door says OPEN. A sign near the hall says OFFICE. Another sign points to the RESTROOM. When class is over, Maria follows the EXIT sign. Signs use short words to give important information quickly.

A few days later, Maria practices again in a shopping center and public building. The situation is a little different: several signs appear close together. She remembers a simple plan from class. she reads the biggest word first and uses arrows or symbols as clues. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: stop, exit, open, closed, and office. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can move through familiar places more confidently. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. Which sign tells Maria the center is open?

_____

_____

2. Which sign helps her leave the building?

_____

_____

3. Why are signs useful?

_____

_____

Write About It

Write about two signs you see often and tell what each one means.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read and explain common public signs.

One word I want to remember: _____

Today I learned to _____

Morning Chores

Words to Watch

make • bed • wash • dish • sweep • trash • clean • list

Maria starts her morning by making the bed and opening the curtains. She washes the breakfast dishes and wipes the table. Then she sweeps the kitchen floor and takes out the trash. Before she leaves home, she checks a short list to make sure the chores are done.

The next time Maria is in her kitchen on a busy morning, she has several small jobs to remember. She pauses and asks herself, 'What information do I need?' Then she writes a short list and checks off one task at a time. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: make, bed, wash, dish, and sweep. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: the list keeps her organized and gives her useful reading practice. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does Maria do after breakfast?

_____

_____

2. What does she check before leaving?

_____

_____

3. Which chore comes before taking out the trash?

_____

_____

Write About It

Write three chores you do at home. Put them in the order you usually do them.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a chore list and put tasks in order.

One word I want to remember: _____

Today I learned to _____

Laundry Day

Words to Watch

wash • shirt • load • soap • rinse • dry • label • cold

Maria sorts the laundry before she starts the washer. She reads the label on a blue shirt. The label says WASH COLD. She puts the shirt in the washer with the dark clothes. After the load is washed, she moves it to the dryer. She folds the clean clothes and puts them away.

Maria soon gets another chance to use this skill in the laundry room. At first, different clothes have different care directions. Instead of giving the paper or task to someone else, she reads the care label before choosing water and dryer settings. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: wash, shirt, load, soap, and rinse. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she protects her clothes and practices action words. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does the shirt label say?

_____

_____

2. What does Maria do after the load is washed?

_____

_____

3. Why does she read the label?

_____

_____

Write About It

Write one or two sentences about how you sort, wash, or dry clothes.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a simple clothing-care label and follow the sequence.

One word I want to remember: _____

Today I learned to _____

Making a Grocery List

Words to Watch

milk • bread • eggs • rice • beans • soap • fruit • list

Maria looks in the kitchen before she goes to the store. She has bread, but she needs milk and eggs. She also needs rice, beans, fruit, and dish soap. She writes the items on a grocery list. At the store, she checks off each item as she puts it in the cart.

Later, Maria meets the same kind of reading again in her kitchen before shopping. This time, she is low on several foods and household items. She does not hurry. she writes the items, groups similar things, and checks them off in the store. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: milk, bread, eggs, rice, and beans. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she forgets fewer items and reads words that matter to her. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does Maria already have?

_____

_____

2. Name two foods she needs.

_____

_____

3. What does she do after putting an item in the cart?

_____

_____

Write About It

Make a grocery list with at least five items you might buy.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Create and read a grocery list.

One word I want to remember: _____

Today I learned to _____

Reading Grocery Prices

Words to Watch

price • sale • each • save • total • pound • small • large

Maria reads a grocery ad before shopping. Apples are on sale for $1.29 a pound. A loaf of bread costs $2.49. Milk is $3.69 a gallon. Maria circles the items she needs and writes the prices beside them. Reading the ad helps her plan before she goes to the store.

A few days later, Maria practices again in the grocery store. The situation is a little different: sale signs use words, numbers, and abbreviations. She remembers a simple plan from class. she compares the ad with shelf tags and reads what the price applies to. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: price, sale, each, save, and total. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can plan spending instead of guessing. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. How much are apples?

_____

_____

2. How much is bread?

_____

_____

3. Why does Maria read the ad before shopping?

_____

_____

Write About It

Write two grocery items and a price you might see beside each one.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Find prices in a practice grocery ad and compare two items.

One word I want to remember: _____

Today I learned to _____

Checking a Receipt

Words to Watch

receipt • item • price • tax • total • cash • change • store

After shopping, Maria looks at her receipt before she leaves the parking lot. She finds the milk, bread, and apples on the list. She checks each price. At the bottom she sees the word TOTAL. She also checks how much cash she gave and how much change she received.

The next time Maria is in the checkout area, the receipt has many lines and numbers. She pauses and asks herself, 'What information do I need?' Then she looks for item names, prices, total, cash, and change. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: receipt, item, price, tax, and total. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can catch mistakes and understand what she paid. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. Where does Maria find the total?

_____

_____

2. What does she check besides prices?

_____

_____

3. Why is it useful to read a receipt?

_____

_____

Write About It

Write two things you would check before putting a receipt away.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Locate the total and change on a practice receipt.

One word I want to remember: _____

Today I learned to _____

Needs and Wants

Words to Watch

need • want • food • rent • shoe • save • plan • money

Maria has forty dollars left after paying her important bills. She needs food for the week, but she also sees a new purse she likes. The purse can wait. Food is a need. The purse is a want. Maria buys the food and puts the rest of the money aside for another expense.

Maria soon gets another chance to use this skill in a store after payday. At first, something attractive is not on her shopping list. Instead of giving the paper or task to someone else, she reads her list and asks whether the purchase is needed today. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: need, want, food, rent, and shoe. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she makes a choice that fits her plan. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does Maria need?

_____

_____

2. What does she want?

_____

_____

3. What choice does she make?

_____

_____

Write About It

Write one thing you need and one thing you want. Tell why they are different.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Sort everyday purchases into needs and wants.

One word I want to remember: _____

Today I learned to _____

Reading an Appointment Card

Words to Watch

appointment • date • time • Monday • Tuesday • office • arrive • bring

Maria has an appointment on Tuesday, October 6, at 10:30 in the morning. The card says to arrive fifteen minutes early and bring a photo ID. Maria writes the appointment on her calendar. The night before, she puts the card and her ID by her purse.

Later, Maria meets the same kind of reading again in a medical office. This time, the card includes a day, date, time, and special directions. She does not hurry. she reads each part and copies the appointment to her calendar. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: appointment, date, time, Monday, and Tuesday. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she arrives prepared and on time. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What day is the appointment?

_____

_____

2. What time is it?

_____

_____

3. What should Maria bring?

_____

_____

Write About It

Write a practice appointment day, date, and time.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read an appointment card and identify date, time, and instructions.

One word I want to remember: _____

Today I learned to _____

Calling to Change an Appointment

Words to Watch

call • change • cancel • time • message • return • please • confirm

Maria cannot keep her Thursday appointment because she has to work. She calls the office and leaves a message. She says her name, her phone number, and the reason for the call. She asks the office to call her back. When they return the call, she writes down the new date and time.

A few days later, Maria practices again in her kitchen table with a phone and calendar. The situation is a little different: she needs to change a time without forgetting important information. She remembers a simple plan from class. she writes a short note before calling and confirms the new time. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: call, change, cancel, time, and message. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: the call feels easier and the new plan is clear. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. Why does Maria call the office?

_____

_____

2. What information does she leave?

_____

_____

3. What does she write down later?

_____

_____

Write About It

Write a short message you could leave when you need to change an appointment.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a phone-message note and identify what information belongs on it.

One word I want to remember: _____

Today I learned to _____

Reading a Medicine Label Safely

Words to Watch

medicine • tablet • dose • take • daily • hours • warning • label

Maria buys a bottle of pain reliever. Before taking it, she reads the label. The directions say to take two tablets with water. The label also tells how often the medicine may be taken and gives warnings. Maria knows that if she does not understand the label, she should ask a pharmacist or health professional.

The next time Maria is in a pharmacy and her home, some label language is difficult and important. She pauses and asks herself, 'What information do I need?' Then she looks for directions and warnings and asks a pharmacist when she is unsure. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: medicine, tablet, dose, take, and daily. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she uses reading carefully without guessing about health information. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does Maria read before taking the medicine?

_____

_____

2. What should she do if she does not understand the label?

_____

_____

3. Where can warnings be found?

_____

_____

Write About It

Write one safety rule you would follow when reading a medicine label.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Find the directions and warning area on a fictional practice label.

One word I want to remember: _____

Today I learned to _____

Reading Food Labels

Words to Watch

serving • calories • sugar • sodium • ingredient • package • amount • label

Maria compares two cans of soup. She looks at the serving size, sodium, and ingredients on each label. She notices that the cans are the same size but the sodium amounts are different. She chooses the one that fits her needs and puts it in the cart.

Maria soon gets another chance to use this skill in a grocery aisle. At first, two products look similar but the labels differ. Instead of giving the paper or task to someone else, she uses headings to find serving size, sodium, sugar, and ingredients. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: serving, calories, sugar, sodium, and ingredient. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can locate the information she wants without reading every line. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What three things does Maria compare?

_____

_____

2. Are the cans the same size?

_____

_____

3. What information helps her choose?

_____

_____

Write About It

Write two pieces of information you might look for on a food label.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Locate serving size, sodium, and ingredients on a fictional food label.

One word I want to remember: _____

Today I learned to _____

Using a Calendar

Words to Watch

month • week • today • tomorrow • Friday • Saturday • event • calendar

Maria keeps a calendar on the refrigerator. On Friday she has class at nine. On Saturday she plans to visit her sister. Her electric bill is due next Monday. Maria checks the calendar each morning so she knows what is coming next.

Later, Maria meets the same kind of reading again in her refrigerator calendar. This time, appointments, work, bills, and family plans can be easy to mix up. She does not hurry. she writes each event in the correct date box and checks the week each morning. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: month, week, today, tomorrow, and Friday. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she knows what is coming next. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What happens on Friday?

_____

_____

2. What does Maria plan for Saturday?

_____

_____

3. When is the electric bill due?

_____

_____

Write About It

Write three things you might put on a calendar this month.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a weekly calendar and answer date questions.

One word I want to remember: _____

Today I learned to _____

Reading a Work Schedule

Words to Watch

shift • start • end • break • Monday • Friday • hours • schedule

Maria's work schedule is posted every Friday. On Monday she works from 8:00 a.m. until 1:00 p.m. On Wednesday she starts at 10:00 a.m. She checks the schedule carefully because her start time can change from day to day.

A few days later, Maria practices again in the employee bulletin board. The situation is a little different: her start time changes on different days. She remembers a simple plan from class. she finds her name, reads across the row, and copies the times to her calendar. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: shift, start, end, break, and Monday. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she gets to work at the correct time. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. When does Maria work on Monday?

_____

_____

2. Which day begins at 10:00?

_____

_____

3. Why does she check the schedule carefully?

_____

_____

Write About It

Write a practice work shift with a day, start time, and end time.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a simple weekly work schedule and find start and end times.

One word I want to remember: _____

Today I learned to _____

Reading Text Messages

Words to Watch

text • message • meet • late • today • tomorrow • reply • thanks

Maria receives a text from her friend: 'Can we meet at 2:00 instead of 1:00?' Maria reads the message twice. She replies, 'Yes. I will see you at 2:00.' A few minutes later her friend writes, 'Thanks!' Maria checks the time before she leaves home.

The next time Maria is in her phone during an ordinary day, a short message changes a time or asks for a reply. She pauses and asks herself, 'What information do I need?' Then she rereads the message, notices time words, and answers clearly. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: text, message, meet, late, and today. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can use everyday written communication with confidence. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What time did the friend first plan to meet?

_____

_____

2. What is the new time?

_____

_____

3. What does Maria do before leaving?

_____

_____

Write About It

Write a short practice text that changes a meeting time.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a short text exchange and identify the changed time.

One word I want to remember: _____

Today I learned to _____

Writing Down a Phone Message

Words to Watch

caller • name • number • called • message • return • time • note

Maria answers the phone at the office while her coworker is away. The caller asks for Ms. Brown. Maria writes the caller's name, phone number, time of the call, and a short message. She reads the note back to make sure it is correct.

Maria soon gets another chance to use this skill in a front desk. At first, a caller gives several pieces of information quickly. Instead of giving the paper or task to someone else, she uses the headings on a message pad and reads the note back. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: caller, name, number, called, and message. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: the person receiving the message has what is needed. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. Whom does the caller ask for?

_____

_____

2. What four things does Maria write?

_____

_____

3. Why does she read the note back?

_____

_____

Write About It

Write a practice phone message with a name, number, and reason for calling.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Complete a practice phone-message slip from a short scenario.

One word I want to remember: _____

Today I learned to _____

Reading Directions

Words to Watch

left • right • turn • next • across • block • street • corner

Maria needs to find the library. The directions say: Go two blocks on Pine Street. Turn right at Oak Avenue. The library is next to the bank and across from the post office. Maria reads one step at a time and checks the street signs as she walks.

Later, Maria meets the same kind of reading again in a trip to a new library. This time, direction words must be followed in the correct order. She does not hurry. she reads one step at a time and checks street signs along the way. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: left, right, turn, next, and across. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can reach the place without trying to remember everything at once. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. How many blocks does Maria go first?

_____

_____

2. Where does she turn?

_____

_____

3. What is across from the library?

_____

_____

Write About It

Write simple directions from one familiar place to another.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Follow written directions on a simple practice map.

One word I want to remember: _____

Today I learned to _____

Running Errands

Words to Watch

bank • store • mail • library • first • next • then • last

Maria has four errands. She needs to mail a letter, return a library book, buy milk, and make a bank deposit. She writes the errands on a list. She plans the order so she does not have to drive back and forth across town.

A few days later, Maria practices again in a morning with several stops to make. The situation is a little different: the stops are in different places and one has a time limit. She remembers a simple plan from class. she writes an errand list and puts the stops in a sensible order. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: bank, store, mail, library, and first. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she saves time and practices many kinds of everyday reading. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. Name two errands Maria must do.

_____

_____

2. Why does she plan the order?

_____

_____

3. What does an errand list help her remember?

_____

_____

Write About It

Write three errands you might need to do in one day.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read an errand list and choose a sensible order.

One word I want to remember: _____

Today I learned to _____

Reading an Electric Bill

Words to Watch

bill • account • amount • due • date • payment • service • balance

Maria opens her electric bill. Near the top she sees her account number. In a larger box she finds the amount due and the due date. She reads the service dates to see what time period the bill covers. Before paying, she checks that the name and address are correct.

The next time Maria is in her kitchen table with the monthly mail, the page contains many numbers and sections. She pauses and asks herself, 'What information do I need?' Then she looks for account, amount due, due date, and service dates. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: bill, account, amount, due, and date. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: the bill becomes easier to understand and plan for. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What two items are in the larger box?

_____

_____

2. What does Maria check before paying?

_____

_____

3. What do service dates tell her?

_____

_____

Write About It

Write what you would look for first on a bill and why.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Locate account number, amount due, due date, and service dates on a fictional bill.

One word I want to remember: _____

Today I learned to _____

Reading a Rent Notice

Words to Watch

rent • notice • lease • office • due • late • maintenance • contact

Maria receives a notice from her apartment office. It says the rent is due on the first day of the month. The notice also gives a phone number for maintenance requests. Maria reads the whole notice, not just the first line, because different parts contain different information.

Maria soon gets another chance to use this skill in her apartment. At first, an official-looking notice contains several kinds of information. Instead of giving the paper or task to someone else, she reads the heading, highlights dates and phone numbers, and asks what action is needed. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: rent, notice, lease, office, and due. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can respond to housing information instead of avoiding it. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. When is rent due?

_____

_____

2. What number is included for maintenance?

_____

_____

3. Why does Maria read the whole notice?

_____

_____

Write About It

Write one thing you would look for on a housing notice.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a fictional housing notice and locate two kinds of information.

One word I want to remember: _____

Today I learned to _____

Reading a Workplace Note

Words to Watch

stock • shelf • break • clock • manager • clean • check • finish

Maria arrives at work and finds a note from her manager. It says: 'Please stock the front shelf before 10:00. Check the price labels. Take your break after the delivery arrives.' Maria reads the note again and underlines the three tasks.

Later, Maria meets the same kind of reading again in the start of a work shift. This time, a manager leaves several instructions in a short note. She does not hurry. she underlines action words and notices times or sequence words. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: stock, shelf, break, clock, and manager. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she knows what to do first, next, and later. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What should Maria stock?

_____

_____

2. What should she check?

_____

_____

3. When should she take her break?

_____

_____

Write About It

Write a short note that gives someone two tasks to do.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a supervisor note and list the tasks in order.

One word I want to remember: _____

Today I learned to _____

Reading Safety Signs at Work

Words to Watch

caution • wet • floor • wear • gloves • danger • hot • report

At work, Maria sees a yellow sign that says CAUTION: WET FLOOR. In the supply area, another sign says WEAR GLOVES. Safety signs are short because workers need to understand them quickly. Maria stops, reads the sign, and follows the direction.

A few days later, Maria practices again in a workplace hallway and supply area. The situation is a little different: warning signs need to be understood quickly. She remembers a simple plan from class. she reads the action word and connects it with the hazard or instruction. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: caution, wet, floor, wear, and gloves. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can follow safety directions instead of relying only on others. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does the yellow sign warn about?

_____

_____

2. What does the supply-area sign tell workers to do?

_____

_____

3. Why are safety signs short?

_____

_____

Write About It

Write one safety sign you have seen and explain what it tells people to do.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read several common safety signs and explain the action each requires.

One word I want to remember: _____

Today I learned to _____

Completing a Simple Application

Words to Watch

application • position • experience • available • yes • no • signature • date

Maria fills out a simple job application. She reads each question before answering. She checks YES or NO where needed. If a question does not apply to her, she asks what to do rather than guessing. At the end, she reads the statement above the signature line before signing.

The next time Maria is in a job center, the application has boxes, blanks, and unfamiliar terms. She pauses and asks herself, 'What information do I need?' Then she reads one question at a time, checks the right box, and asks when a question is unclear. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: application, position, experience, available, and yes. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can complete more of the form independently. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does Maria do before answering?

_____

_____

2. What does she do if she does not understand a question?

_____

_____

3. What should she read before signing?

_____

_____

Write About It

Write three kinds of information a simple application might ask for.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Complete a fictional practice application.

One word I want to remember: _____

Today I learned to _____

Reading Mail Before Throwing It Away

Words to Watch

mail • notice • sender • important • account • reply • deadline • address

Maria used to throw away mail that looked confusing. Now she first looks for the sender's name, a heading, a date, and words such as IMPORTANT or NOTICE. If she is unsure, she keeps the paper and asks someone she trusts to help her understand it.

Maria soon gets another chance to use this skill in her kitchen after checking the mailbox. At first, some envelopes and notices look confusing. Instead of giving the paper or task to someone else, she first finds the sender, heading, date, and any deadline before deciding what to do. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: mail, notice, sender, important, and account. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she is less likely to miss something important. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What four things does Maria look for first?

_____

_____

2. What does she do if she is unsure?

_____

_____

3. Why might throwing away unread mail cause a problem?

_____

_____

Write About It

Write three things you should check before throwing away an unfamiliar notice.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Identify the sender, date, heading, and action needed on a practice notice.

One word I want to remember: _____

Today I learned to _____

Reading a Bank Statement

Words to Watch

deposit • withdrawal • balance • date • amount • card • bank • statement

Maria reads a practice bank statement. She sees a deposit from her paycheck and several card purchases. Each line has a date and an amount. At the end of the list, she sees the balance. She compares the statement with her own receipts and notes.

Later, Maria meets the same kind of reading again in her kitchen table with a practice statement. This time, rows of dates and amounts can look crowded. She does not hurry. she identifies deposits, withdrawals, and the balance, then compares them with her own notes. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: deposit, withdrawal, balance, date, and amount. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can understand the basic story of money coming in and going out. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What deposit does Maria see?

_____

_____

2. What information is on each line?

_____

_____

3. What does she compare with the statement?

_____

_____

Write About It

Write the words deposit, withdrawal, and balance. Tell what each word means to you.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a fictional bank statement and identify deposits, withdrawals, and balance.

One word I want to remember: _____

Today I learned to _____

Protecting Personal Information

Words to Watch

password • account • private • number • share • safe • message • scam

Maria receives a message asking for her bank password. She knows passwords and account numbers are private. She does not reply or click the link. Instead, she contacts the bank using a trusted phone number. Reading carefully helps her notice when a message asks for information she should not share.

A few days later, Maria practices again in her phone and mailbox. The situation is a little different: a message asks for private information and creates urgency. She remembers a simple plan from class. she stops, reads carefully, avoids unknown links, and uses a trusted contact method. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: password, account, private, number, and share. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she protects passwords and account information. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What information does the message ask for?

_____

_____

2. Does Maria reply?

_____

_____

3. How does she contact the bank safely?

_____

_____

Write About It

Write two kinds of information you should keep private.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Identify which pieces of information should remain private in a practice scenario.

One word I want to remember: _____

Today I learned to _____

Reading a Simple Recipe

Words to Watch

cup • spoon • mix • bake • heat • oven • minutes • recipe

Maria makes cornbread from a simple recipe. First, she heats the oven. Next, she mixes the dry ingredients. Then she adds the wet ingredients and stirs. She pours the batter into a pan and bakes it for the number of minutes listed in the recipe.

The next time Maria is in her kitchen while making cornbread, the steps and measurements must be followed in order. She pauses and asks herself, 'What information do I need?' Then she reads the ingredient list first, then follows one numbered step at a time. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: cup, spoon, mix, bake, and heat. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can make food by using written directions. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does Maria do first?

_____

_____

2. What does she do before pouring the batter?

_____

_____

3. Where does she find the baking time?

_____

_____

Write About It

Write three steps for making a simple food or drink you know how to prepare.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a short recipe and put the steps in order.

One word I want to remember: _____

Today I learned to _____

Reading Food Storage Directions

Words to Watch

keep • cold • refrigerate • open • use • date • freeze • package

Maria buys a package of chicken. The label says KEEP REFRIGERATED. She also sees a use-by date. When she gets home, she puts the chicken in the refrigerator right away. She reads storage directions because they tell her how to keep food safely.

Maria soon gets another chance to use this skill in the grocery store and home refrigerator. At first, packages use short safety phrases such as keep refrigerated or use by. Instead of giving the paper or task to someone else, she reads the storage words before putting food away. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: keep, cold, refrigerate, open, and use. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she knows where food belongs and when a date matters. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What does KEEP REFRIGERATED mean Maria should do?

_____

_____

2. What other date does she see?

_____

_____

3. Why are storage directions important?

_____

_____

Write About It

Write two storage words or phrases you have seen on food packages.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read fictional food-storage labels and identify the required action.

One word I want to remember: _____

Today I learned to _____

Reading a Community Notice

Words to Watch

community • meeting • change • location • date • time • bring • contact

Maria sees a notice at the community center. It says the Tuesday class will meet in Room 4 instead of Room 2. The time has not changed. Maria circles the new room number and writes it on her calendar so she will go to the right place.

Later, Maria meets the same kind of reading again in the community center bulletin board. This time, a familiar class changes rooms but not times. She does not hurry. she looks for what changed and what stayed the same. The words begin to feel more familiar because they are connected to something she actually needs to do. Maria notices that she is using the lesson instead of only remembering it.

Maria also pays attention to useful words from the lesson: community, meeting, change, location, and date. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she arrives at the right place without missing the activity. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What changed?

_____

_____

2. What stayed the same?

_____

_____

3. What does Maria write on her calendar?

_____

_____

Write About It

Write what you would check first on a notice about a class or meeting.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Read a community notice and identify what changed and what stayed the same.

One word I want to remember: _____

Today I learned to _____

Reading an Emergency Notice

Words to Watch

emergency • warning • shelter • storm • call • safe • area • follow

During bad weather, Maria receives an emergency notice on her phone. She reads the location, the type of warning, and the time it is in effect. She follows official directions and does not depend on a rumor from social media. Important notices often use clear action words such as SEEK SHELTER or AVOID THE AREA.

A few days later, Maria practices again in her phone during severe weather. The situation is a little different: the message contains urgent words, a location, and an ending time. She remembers a simple plan from class. she finds the action words and follows official instructions. She reads the important part a second time before making a choice. Each successful try makes the page look less confusing.

Maria also pays attention to useful words from the lesson: emergency, warning, shelter, storm, and call. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can focus on the information that matters most in an emergency. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What three details does Maria read first?

_____

_____

2. What kind of directions does she follow?

_____

_____

3. Name one clear action phrase from the passage.

_____

_____

Write About It

Write two kinds of information you would look for in an emergency notice.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Identify the action words and key details in a fictional emergency notice.

One word I want to remember: _____

Today I learned to _____

Planning a Day

Words to Watch

plan • schedule • errand • appointment • before • after • leave • check

Maria has a busy Wednesday. She has class at 9:00, an appointment at 1:30, and needs to buy groceries afterward. She checks her calendar, writes a short list, and plans when to leave home. Because she reads the information before she starts the day, she feels prepared.

The next time Maria is in her kitchen table at the start of a busy Wednesday, class, an appointment, errands, and travel time all need to fit together. She pauses and asks herself, 'What information do I need?' Then she uses a calendar, a list, and written times to make a simple plan. She does not need to read every word perfectly to find something useful. She can slow down, look for a familiar word, and reread the sentence or line.

Maria also pays attention to useful words from the lesson: plan, schedule, errand, appointment, and before. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she feels prepared instead of rushed. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What happens at 9:00?

_____

_____

2. What happens at 1:30?

_____

_____

3. What does Maria do after the appointment?

_____

_____

Write About It

Write three things you need to do on a busy day and put them in order.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Use a calendar, appointment card, and list together to plan a day.

One word I want to remember: _____

Today I learned to _____

I Can Read Everyday Life

Words to Watch

read • understand • find • follow • check • plan • choose • learn

At the beginning of the semester, Maria avoided many papers because reading felt hard. Now she knows how to slow down, look for headings, find key words, sound out unfamiliar words, and ask for help when needed. She can read more of the things she sees every day. Each new success gives her another reason to keep learning.

Maria soon gets another chance to use this skill in the final week of class. At first, she wants to see how much has changed since the first lesson. Instead of giving the paper or task to someone else, she rereads old pages, notices familiar words, and demonstrates several real-life tasks. She asks for help only when she truly needs it. That lets her practice the part she can do for herself.

Maria also pays attention to useful words from the lesson: read, understand, find, follow, and check. She reads them aloud, looks for them again, and uses the sentence around a word to help with meaning. If a word is hard, she looks at the first sound, breaks the word into smaller parts when she can, and then rereads the whole sentence. The goal is not to race. The goal is to understand enough to take the next step.

By the end of the practice, Maria can see a real reason for learning this kind of reading: she can name specific reading skills she now uses on her own. She thinks about what she could tell someone at home: 'Today I learned something I can use.' That sentence matters to her. It turns reading from a school subject into a tool for everyday life.

Read it one more time. Which sentence tells you the most important thing Maria learned?

My Reading Response

What Did I Read?

1. What strategies does Maria use now?

_____

_____

2. What can she do with everyday reading?

_____

_____

3. Why should she keep learning?

_____

_____

Write About It

Write about one kind of reading that is easier for you now than it was before.

_____

_____

_____

_____

_____

_____

Use It Today

I can practice this in real life: Complete a practical reading portfolio and demonstrate several independent reading tasks.

One word I want to remember: _____

Today I learned to _____

Look What I Can Read

Go back through this book and look at the first few readings. Read one of them again. Then choose a reading from the last four weeks and read it too.

Notice what feels easier. Maybe you recognize more words. Maybe you read a sentence more smoothly. Maybe you know how to find a date, time, amount, warning, or direction. Those are real reading gains.

Reading grows through use. Keep reading the things that are already part of your life.

I am proud that I can...

_____

_____

_____

_____

_____

One thing I want to keep practicing...

_____

_____

_____

_____

_____