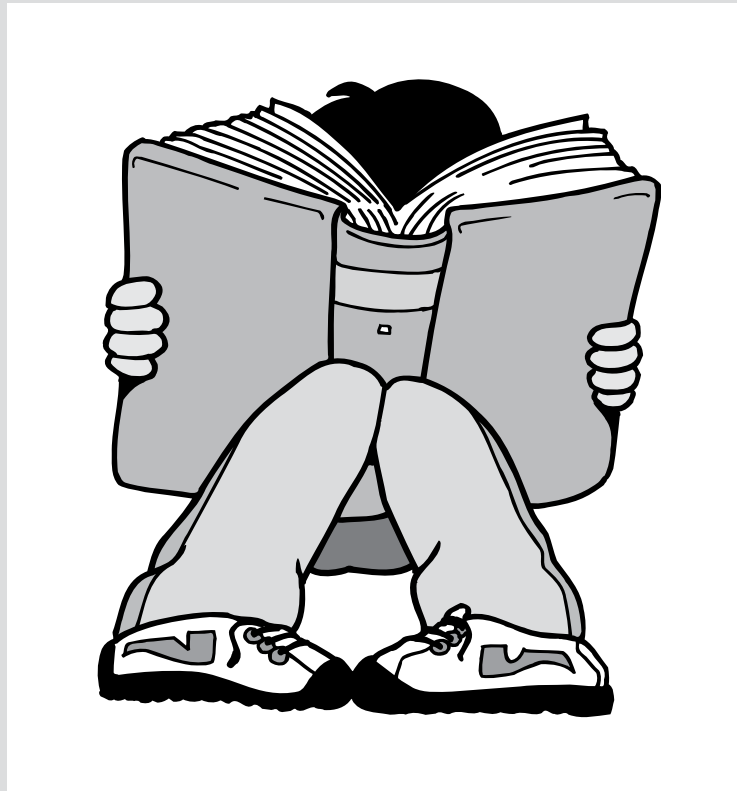


# STUDENT TEST BOOKLET

6-8 Week Skills Assessments for  
Reading Comprehension and Fluency



**GRADE 2**  
**Weeks 6-18**

Student Name \_\_\_\_\_

**DIRECTIONS:** Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

## Buried Treasure

*by Annie Gage*

On the day we found the treasure, the air was cold. It had been raining a lot.

“Time to put the garden to bed, Amy,” said Mama.

“Do we have to cover it with blankets?” I asked.

Mama smiled. “Sort of,” she said. “We need to cover the garden with leaves.”

I ran across the wet lawn. *Squish, squash, plosh,* said my boots in the soaking grass. Mama opened the shed. She balanced her big rake on the wheelbarrow. I put on my gardening gloves. Then I picked up my little rake.

Most of the leaves had fallen off our trees. Mama and I began raking. I used my hands and the rake to scoop up the leaves. I put the leaves into the wheelbarrow to join the pile Mama had started.

*Now answer the questions about this part of the story.*

1. What does Mama mean when she says, “Time to put the garden to bed, Amy”?
  - A. The garden was wet.
  - B. They had to cover the garden with leaves.
  - C. Leaves had fallen off the trees.
  
2. Amy’s boots squished in the **soaking** grass. What does **soaking** mean?
  - A. wet
  - B. cold
  - C. dry

Whenever the wheelbarrow was full, Mama and I wheeled the load to the flower garden and dumped out the leaves. The piles were high! We spread them around. Every inch of dirt was covered.

After five trips from the trees to the flowerbeds, the lawn was bare. “Mama!” I said. “We’ve used up all the leaves under the trees!”

“Yes,” Mama answered, “We still have the whole vegetable garden to tuck in for the winter. I wonder what we should do.”

I looked around the neighborhood. Leaves had fallen onto the road. They lay clumped in the gutters. I pointed at them and asked, “Can we use those?”

Mama laughed. “Of course we can, Amy! What a great idea.”

*Now answer the questions about this part of the story.*

3. When the wheelbarrow was full, what did they do?
- A. They walked around the neighborhood.
  - B. They put the leaves in the flower garden.
  - C. They played in the leaves.
4. How many trips did Amy and Mama make from the trees to the flowerbed?
- A. seven
  - B. five
  - C. four
5. Where did Amy and Mama get more leaves for the vegetable garden?
- A. from the flowerbed
  - B. from the trees
  - C. from the gutters

Watching carefully for cars, we leaned over the curb. Then we raked the leaves out of the gutters. The leaves had been soaking in rainfall for so long they were mushy. A few times, a sour smell rose up from the rot.

“It’s an icky smell for our noses,” Mama said, “But it’s a good smell for the yard. When leaves decompose in dirt, they help feed the soil.”

When we got to the bottom of each leaf pile, our rakes scraped the concrete. The rakes made a loud scratching noise. That is when we found the treasure.

“Oh my goodness!” Mama shouted.

“What is it, Mama? Is something wrong? I asked.

“No, honey, something’s right,” she said.

I looked at the gutter. Under the soggy, rotten leaves were many earthworms. There were so many some had become tangled together in knots.

“Earthworms are good for the soil,” Mama said.

“They make tunnels that help the earth get more oxygen.”

*Now answer the questions about this part of the story.*

6. The leaves smelled sour because

- A. they were wet and rotten.
- B. they were dry.
- C. they were dirty.

7. Mama thought earthworms were helpful because they

- A. can tangle in knots.
- B. help the earth get oxygen.
- C. live in the soil.

“Can we move the worms into our garden?” I asked.

“Good idea,” said Mama. “They will make the soil even healthier for growing flowers and vegetables.”

We found more earthworms under the wet gutter leaves. I carried the worms to the gardens in a little shovel called a trowel. We were just about finished when it was my turn to shout.

“Oooh!” I screamed. “Mama, it’s huge!” There in front of me was the longest, fattest earthworm I had ever seen. It almost looked like a snake.

“That’s a night crawler, Amy,” Mama explained. “It’s just a big earthworm.”

“It sure surprised me!” I said.

After that, I was ready to go inside. So was Mama. All of our gardens’ bare spots were covered with leaves. We had moved all of the earthworms we could find.

“After such hard work,” Mama said, “I think it’s time for the earthworm gardeners to have a special treat. How would you like some watery mud with dirt clods on the side?”

Hot chocolate and brownies had never tasted better.

*Now answer the questions about this part of the story.*



8. In the story, Amy learned

- A. how to rake leaves.
- B. how to make hot chocolate and brownies.
- C. earthworms make soil healthier.

9. A **trowel** is a

- A. night crawler.
- B. rake.
- C. little shovel.

10. In the story, did Amy really eat mud and dirt clods?

- A. No, she had hot chocolate and brownies.
- B. Yes, she used to eat mud when she was little.
- C. No, she just let her mother think she ate them.

**STOP**

*Please do not turn the page.  
You may go back and check your work.*

TOTAL SCORE: \_\_\_\_/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

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Jenny was in a hurry. She skipped down 8  
the block and jumped over a puddle. She ran 17  
up the path and around the hedge. Saturday 25  
morning was story time at Grandma’s. 31  
Several of Jenny’s relatives would be there. 38  
She didn’t want to be late. It was almost ten 48  
o’clock. 49

When Jenny reached the porch, she 55  
knocked on the oak door. She heard someone 63  
turn the doorknob. Paul, her favorite cousin, 70  
opened it. “Am I late?” asked Jenny. 77

“No,” said Paul. “But you are the last to 86  
arrive. Let’s join the others.” 91

Story time was usually held on the back 99  
porch. Last night it had rained. It was cold 108  
outside, so they agreed to meet in the house. 117  
They sat by the cozy fireplace in the living 126  
room. Some drank hot chocolate while they 133  
listened to the stories. 137

Jenny clung to her book. She read the 145  
first story from her school reader. Then each 153  
of her cousins took turns reading their stories. 161  
After that, grandmother told them a funny 168  
tale. The children enjoyed hearing about life 175  
on the farm. 178

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
blue sky (^) inserted word  
^ sky (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
Number of Errors: — \_\_\_\_\_  
Number of Words Read Correctly: \_\_\_\_\_  
Passing Criterion (50th %ile) = 53

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

It was Monday evening. Rob was waiting 7  
 for his dad to get home. As usual, they would 17  
 trade stories after eating dinner. First, Rob 24  
 read from his book. Then his father told 32  
 stories about childhood baseball games. 37  
 He always loved to play on the corner lot. 46  
 Sometimes, his father told tall tales. Rob liked 54  
 both kinds of stories. Today, Rob had a good 63  
 story to read to his dad. It was about an old 74  
 fur trader. 76  
 Just then his dad came through the 83  
 kitchen door. “What story will you tell me 91  
 tonight?” asked Rob. 94  
 His father said he wasn’t sure. “Maybe I’ll 102  
 share a very exciting story about the time my 111  
 friends and I won a ball game. The prize was 121  
 free tickets to a Cubs game.” 127  
 After a quick family meal, the two sat 135  
 down. Rob took his book from his backpack. 143  
 He eagerly began reading about the fur 150  
 trader. When he finished reading, he closed 157  
 his book. Now he was ready to listen to his 167  
 dad’s baseball story. 170

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors:                    — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile)       =     53

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

**DIRECTIONS:** Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

## A Home for Lizzie

*by Beth Thompson*

I was in the backyard pretending I was a gold miner searching for treasure when I saw Lizzie. She was sitting on a rock, not moving at all. She could have been a leaf or a twig because her nubbly skin blended in with the dark-gray stone. But she was watching me. Then she slowly blinked her shiny, black eyes. It was like saying hello.

I named her Lizzie. When I said her name out loud, she lifted herself up on her tiny toes as if she were going to tiptoe away. But she didn't go. I guess she liked her name.

I think Lizzie knew I didn't want to hurt her. When I touched her back, she twitched her long, skinny tail. Maybe she thought my finger was a strange, new bug!

The sun had warmed Lizzie's rock. Now the rock felt like the porch steps under bare toes. "Does that rock feel good to your toes, too?" I asked her. But Lizzie only blinked a blink that could mean "yes," or could mean "no."

I found an empty, plastic butter tub under the kitchen sink. It was smooth, white, and just the right size for a lizard home. It had a clear, almost-see-through lid. Mom helped me punch holes in the lid. I made six small holes so Lizzie would get lots of air.

*Now answer the questions about this part of the story.*

1. What was the child doing in the backyard?
  - A. looking for leaves and twigs
  - B. hunting for imaginary treasure
  - C. sitting on a rock
  
2. In the first paragraph, why could Lizzie “have been a leaf or a twig”?
  - A. Lizzie’s color blended in with the stone.
  - B. Lizzie was standing on a rock.
  - C. Lizzie had tiny toes.
  
3. Lizzie was
  - A. a leaf.
  - B. a twig.
  - C. a lizard.
  
4. Why did Lizzie’s rock “feel like the back steps under bare toes”?
  - A. Both had been warmed by the sun.
  - B. They were the same color.
  - C. Both were the same size.
  
5. The child was going to use the butter tub
  - A. for a new home for Lizzie.
  - B. as a hiding place.
  - C. under the kitchen sink.

I picked a handful of grass and sprinkled it inside the tub. Then I showed it to Lizzie.

“Look, your very own room,” I told her. “You don’t have to share it with anyone.” She blinked. “It has air conditioning and a nice, soft, green rug you can nibble on. Do you like it?” Lizzie blinked “yes,” but it might have been “no.”

I set her carefully on the grass in the tub and then put on the lid. I peeked through the holes to see what she would do.

Lizzie didn’t move at first. Then she tried to climb up the side of the butter tub, but it was too smooth and slippery. She slid back to the grass and sat very still. She couldn’t hide against the white plastic or the green grass. She couldn’t warm herself against the cold, smooth tub. She couldn’t feel the sun through the plastic ceiling of her new home.

I took off the lid and held it over my head, pretending I was Lizzie. Six tiny bits of sun shone through a cloudy window that needed washing. The wilted grass felt limp and coarse. Then I sniffed the tub. It smelled like butter and plastic and soap-under-the-sink, not at all like the backyard.

So I took Lizzie out of the butter tub and put her back on the rock. She didn’t make a sound or run away. She just sat there, blinking. I knew this time she meant “yes” because now Lizzie was home.

*Now answer the questions about this part of the story.*

6. The “nice, green rug”

- A. was wet and slippery.
- B. had holes in it.
- C. was a handful of grass and food for Lizzie.

7. Did Lizzie climb out of the butter tub?

- A. No, the sides were too smooth.
- B. No, Lizzie liked the new home.
- C. Yes, climbing out was easy.

8. The child pretended to be Lizzie to find out

- A. what lizards like to eat.
- B. why Lizzie slid back on the grass.
- C. how Lizzie felt living in the butter tub.

9. Why did the child take Lizzie out of the tub and put her back on the rock?

- A. The child didn't like Lizzie.
- B. The child realized Lizzie wasn't happy.
- C. The child was afraid of Lizzie.

10. Which words best describe the child?

- A. thoughtful and caring
- B. hard working
- C. angry and nervous

**STOP**

*Please do not turn the page.  
You may go back and check your work.*

TOTAL SCORE: \_\_\_\_\_/10

Passage #1

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Say these specific directions to the student:

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Misha opened her birthday present. It 6  
 was from her grandmother. She was excited. 13  
 “Cool, this is my best birthday gift ever!” 21  
 Her new present wasn’t a toy. It was a 30  
 camera. Now she could take pictures of birds 38  
 in the park. 41  
 Misha was a bird watcher. She knew 48  
 it was a good idea to try to be invisible 58  
 when studying animals in the wild. Misha 65  
 wanted her clothing to blend with the colors 73  
 of the ground, trees, and shrubs. Bright reds 81  
 and yellows might frighten the birds. She 88  
 didn’t want them to fly away. Misha looked 96  
 through her closet. She found her camping 103  
 clothes. She thought they would be perfect 110  
 for bird watching. 113  
 At the park, she took a photograph of a 122  
 red-breasted robin. It was looking for worms. 130  
 She caught a glimpse of a hawk gliding 138  
 across the sky. The bird darted away before 146  
 she could focus her camera. Next, she 153  
 snapped a picture of a blue jay scolding a 162  
 squirrel. The birds did not see her. Even her 171  
 friends walked right past her. They did not 179  
 notice Misha crouching in the bushes. 185

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

Comments:

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 65

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.



Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

**Say these specific directions to the student:**

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Nature has given animals ways to fool 7  
 their enemies. An insect called the walking 14  
 stick is an example. This insect is skinny 22  
 and brown or green in color. It is a strange- 32  
 looking bug. When it stands still on a twig, it 42  
 looks exactly like a stick. This helps it avoid 51  
 being eaten by birds. 55

Some lizards can change their color, 61  
 helping them blend into the background. 67  
 One such lizard is a gecko. It can change 76  
 color when it is afraid. 81

The coloring of a fawn helps it blend into 90  
 nature. A baby fawn is light brown. It has 99  
 white spots on its back. When its mother is 108  
 away, it snuggles in tall grass to hide. 116

Some birds change the color of their 123  
 feathers with the seasons. They become 129  
 white in the winter to blend in with the 138  
 snow. In the summer, they turn brown. 145

Hawks are speckled with a mix of brown, 153  
 tan, and white. This camouflage helps them 160  
 hide when they are perched in trees. 167

Animals have different ways to hide. 173  
 The next time you walk in the forest, look 182  
 for clues of hiding animals. 187

EVALUATING CODES FOR ORAL READING	
sky (l)	word read incorrectly
blue ^ sky (^)	inserted word
(□)	after the last word read

Comments:

FLUENCY SCORE	
Number of Words Read Per Minute:	_____
Number of Errors:	— _____
Number of Words Read Correctly:	_____
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**DIRECTIONS:** Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

## Alligators

*Frank Staub*

Pretend that a monster is walking into your yard. It is ten feet long, and its skin is dark and scaly. Its mouth is full of sharp teeth, and its strong jaws could break your bones. Creatures like this really do walk into people's yards. But they are not monsters. They are alligators.

Alligators spend most of their time floating in or lying next to water. They live in wetlands. Wetlands are land covered with water. Water may stay in a wetland all the time or just during part of the year. Rivers, lakes, and swamps are freshwater wetlands. A freshwater wetland has little or no salt in it.

Many wetlands are gone now. People have filled them in with dirt and rocks. They wanted to make dry land for their houses. Some alligators in those areas have nowhere else to go. So, every now and then, an alligator crawls into someone's yard. It's probably looking for food in what used to be its home. An alligator can run fast. It can stand on its toes and lift its body off the ground to run. Small dogs watch out! A small dog would make a tasty meal for an alligator.

*Now answer the questions about this part of the story.*

1. Alligators

- A. have moist, smooth skin.
- B. have strong jaws and sharp teeth.
- C. can not run fast.

2. Alligators spend most of their time

- A. floating in or lying next to water.
- B. lying on rocks.
- C. swimming in the ocean.

3. Alligators are usually found in

- A. swimming pools.
- B. oceans.
- C. freshwater wetlands.

4. Why are the wetlands gone?

- A. The wetlands were flooded.
- B. It stopped raining.
- C. People filled them with dirt and rocks.

5. Why are alligators sometimes found in people's yards?

- A. They are looking for food.
- B. They are searching for water.
- C. They are lonely.

Some people think alligators are big lizards. But they are not. Lizards don't grow nearly as big as alligators. Alligators are more like dinosaurs. Like dinosaurs and lizards, alligators are reptiles. All reptiles breathe air, have dry, scaly skin, and are cold-blooded. This means their blood gets cold when it is cold outside. Snakes and turtles are reptiles, too.

Alligators are strong predators. Predators are animals that hunt and eat other animals. Alligators can catch food on land and in water. They eat animals, not plants. The animals they hunt are called its prey. Young alligators eat insects, small fish, and crabs. As alligators grow, they catch bigger and bigger prey. Adult alligators eat fish, birds, snakes, turtles, and other alligators. A big alligator may even try to catch a deer.

Alligators do most of their hunting at night. Darkness is not a problem. At night they use their good sense of smell. Even during the day, alligators use their noses as well as their eyes and ears to find food.

*Now answer the questions about this part of the story.*

6. Alligators are more like
- A. snakes.
  - B. dinosaurs.
  - C. turtles.
7. Why are alligators reptiles?
- A. They are cold-blooded and have dry, scaly skin.
  - B. They are warm-blooded and have dry, scaly skin.
  - C. They are strong and have smooth skin.
8. Alligators eat
- A. vegetables.
  - B. plants.
  - C. other animals.
9. As alligators grow, they
- A. catch bigger and bigger prey.
  - B. spend more time in the water.
  - C. eat less food.
10. Darkness is not a problem for alligators when they hunt at night because
- A. they can see better at night than most animals.
  - B. they have a good sense of smell.
  - C. they sleep all day.

**STOP**

*Please do not turn the page.  
You may go back and check your work.*

TOTAL SCORE: \_\_\_\_/10

Passage #1

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It was recess, and Sidney was worried. 7  
 He was trying to decide what to do. Two of 17  
 his best friends were having an argument. 24  
 He was afraid their quarreling might turn 31  
 into a fistfight. 34  
 Sidney thought and thought about the 40  
 problem. Finally, he had an idea. He would 48  
 try to talk them out of fighting. Sidney 56  
 wanted to help them use better judgment. 63  
 Their class was planning a trip to the 71  
 museum next Tuesday. He knew they would 78  
 not want to miss the trip. 84  
 Outside, on the playground, Sidney 89  
 said, “I understand why you are both angry. 97  
 Do you know what could happen to you for 106  
 fighting? You could be suspended if you let 114  
 this problem get out of control. You might 122  
 miss next week’s field trip, or you could 130  
 get hurt. Shake hands and forget about 137  
 arguing.” The friends angrily yelled at 143  
 Sidney. They told him to stay out of their 152  
 business. 153  
 Sidney persisted. “Look, if you want to 160  
 fight, go ahead. I’ll find new friends who 168  
 will get along.” The two boys realized the 176  
 argument wasn’t worth losing a good friend, 183  
 so they shook hands. 187

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
 Number of Words Read Correctly: \_\_\_\_\_  
 Passing Criterion (50th %ile) = 78

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

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Danny was concerned because he had 6  
 lied to his teacher. He was afraid to tell the 16  
 truth, so he decided to talk to his friend, 25  
 Debra. He asked her if she always told the 34  
 truth. 35  
 “Well, I know it’s better,” Debra calmly 42  
 said as she tightened her scarf. “My mother 50  
 says lying just makes things worse. She says 58  
 when we stretch the truth we lose a little 67  
 piece of trust. I know I feel terrible even 76  
 when I exaggerate.” 79  
 “I know,” groaned Danny. “I’m upset 85  
 because I broke a window at school. I said 94  
 I didn’t do it. I blamed someone else. Now I 104  
 feel awful about fibbing.” Debra felt sorry 111  
 for Danny. She told him to explain what 119  
 happened to his teacher. After a while, he 127  
 agreed. 128  
 The next day, Danny confessed. He was 135  
 relieved. His teacher was grateful he had the 143  
 courage to tell the truth. His parents were 151  
 proud he had been honest. He felt so good. 160  
 Danny did extra chores at home. He stayed 168  
 after school to help his teacher. Everyone 175  
 was happy because Danny finally told the 182  
 truth. 183

**EVALUATING CODES FOR ORAL READING**

sky (/) word read incorrectly  
 blue (^) sky (^) inserted word  
 (□) after the last word read

**Comments:**

**FLUENCY SCORE**

Number of Words Read Per Minute: \_\_\_\_\_  
 Number of Errors: — \_\_\_\_\_  
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**First Edition**

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