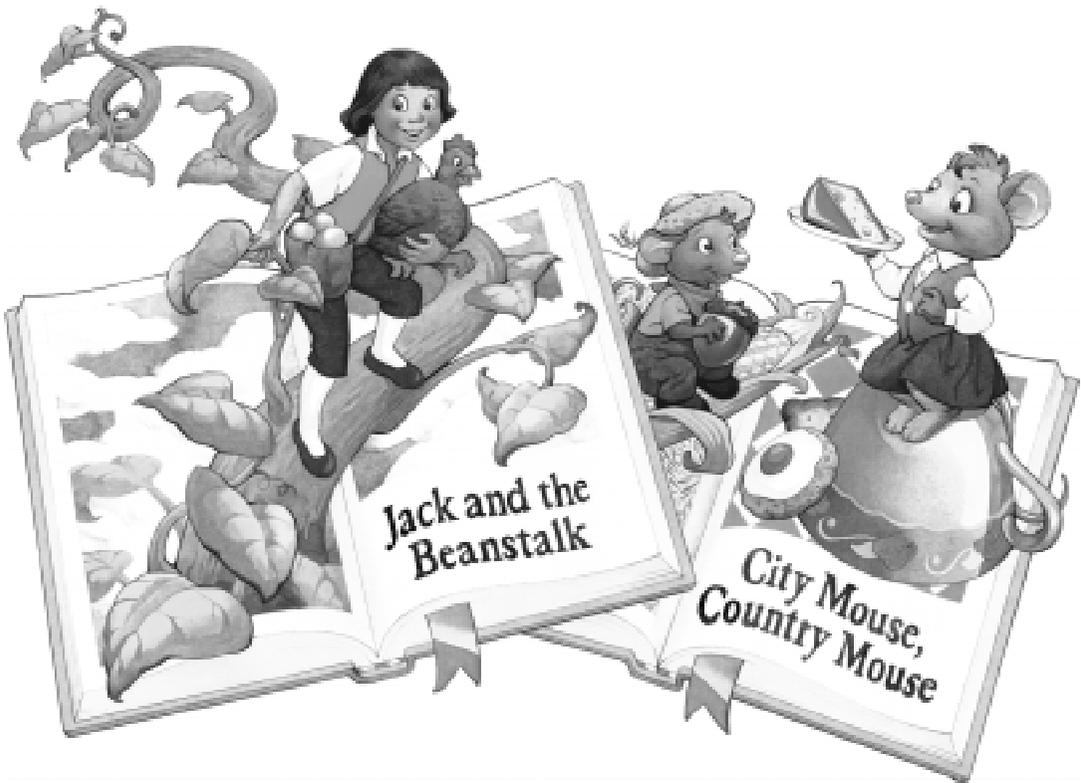


Reader Rabbit's®

# READING DEVELOPMENT LIBRARY™

Level 2



*User's Guide*

## HOPPING TO IT...

For start-up information, troubleshooting, and hardware requirements for this *Reader Rabbit's Reading Development Library* program, refer to the documentation in the CD package.

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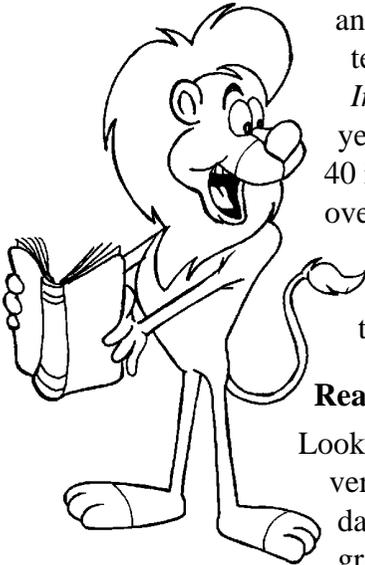
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# WELCOME TO READER RABBIT'S READING ADVENTURES!

Come along as Reader Rabbit brings the wonder of reading to life at each stage of a child's development! With Reader Rabbit's Reading System, children develop reading skills through a comprehensive approach to reading: curriculum-based instruction for learning to read, supplemented by phonics and reading comprehension activities. In *Reading Development Library*, children apply their reading skills to develop comprehension. Read on for more information on the interactive adventures in Reader Rabbit's Reading System!

## **Reader Rabbit's Interactive Reading Journey™, Ages 4–7**

Journey through a land of fantasy and surprise animation in this breakthrough program that teaches children to read. *Reader Rabbit's Interactive Reading Journey* covers a full year of classroom instruction and integrates 40 increasingly challenging storybooks with over 100 phonics activities. There's also a proficiency-tracking feature to guide children's learning, and printed copies of the 40 books from the program!



## **Reader Rabbit 1, Ages 3–6**

Look who's talking now! In an exciting deluxe version for CD-ROM, *Reader Rabbit 1* dazzles the eyes and ears with enhanced graphics and all-new lifelike speech to build preschool through first-grade phonics skills. Four time-tested activities use over 200 school reading words to develop phonics skills, increase vocabulary, and sharpen memory and concentration skills—the building blocks for successful reading and learning.

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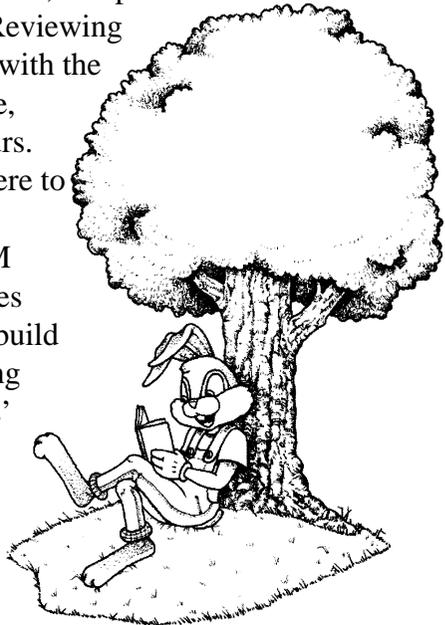
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## Reader Rabbit 2, Ages 5–8

The journey continues in *Reader Rabbit 2*. Young readers take a fantasy railroad ride through Wordville to the next level of reading skills. This deluxe CD-ROM version, enhanced with sparkling new graphics and lifelike speech, builds first- and second-grade reading and phonics skills in four lively activities—Word Mine, Vowel Pond, Match Patch, and Alphabet Dance. Reader Rabbit talks to children throughout the program, giving hints, pronouncing the words, and encouraging more learning. Discover a world filled with sights, sounds, and meanings of words in this animated talking adventure!

## Reader Rabbit 3, Ages 6–9

In *Reader Rabbit 3*, that famous rabbit has the scoop on learning! Follow the adventures of Reader Rabbit, investigative reporter for Wordville's *Daily Skywriter*, as he searches for the latest-breaking news. Players join the Clue Hounds, Orville and Wilma Write, and pick up clues to solve mysteries! Reviewing sneak peeks of short cartoons with the renowned critic, Sneaker Mole, keeps players engaged for hours. And Ed Words the editor is there to help players write their own phrases. The deluxe CD-ROM version of *Reader Rabbit 3* uses delightful character voices to build second- and third-grade reading skills while improving players' writing, vocabulary, and critical-thinking abilities.



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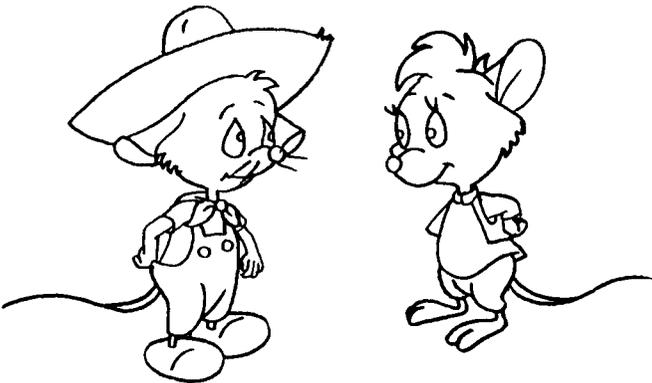
*Reader Rabbit s*  
*Reading Development Library* Level 2

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\* For instructions on setting up and starting the program, refer to the documentation in the CD package.



# Educational Focus

As children learn to read, there are several elements that contribute to their success and progress. One element is exposure to literature. Literature provides a natural environment in which children can apply and further develop the reading skills they have acquired, including phonics, decoding, and reading comprehension. It also enriches children's vocabulary by giving them words in meaningful context. As children read and enjoy literature, they develop an understanding of how meaning is created. They come to appreciate how words work together to form sentences, and, ultimately, how sentences are combined to communicate ideas.

## ***THE READING DEVELOPMENT LIBRARY STORIES***

The *Reading Development Library* series presents classic tales to encourage children's exploration of literature. The tales were chosen because children find them engaging and intriguing. In addition, familiarity with the story lines facilitates children's ability to predict events, an important component in reading comprehension. The rhyme, rhythm, and repetition found throughout the stories contribute to their richness and appeal, and provide ongoing opportunity for children to hone their reading skills.

Each story is presented from three perspectives: a classic version and two versions told from the story characters' points of view. Exposing children to multiple perspectives of the same story encourages them to increase their understanding of others and their ability to identify with others' experiences. This social role-play is an integral part of children's

## EDUCATIONAL FOCUS

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development of empathy and awareness of self relative to others.

The *Reading Development Library* series is carefully sequenced so that it meets the needs of children at each stage of their early reading development. The concepts presented in the stories become more complex, and the pace, grammar, and vocabulary increase in difficulty as the series progresses. For slower readers and those whose first language is not English, the series offers a particularly safe and special environment for developing language and reading skills. Children are in control of the experience, but they can receive support from the program to guide them as they read.

## SPECIAL FEATURES

Children can read the stories in one of two modes. In **Read to Me** mode, the character selected reads the story aloud in its entirety. There is a pause button on each page to stop the story, so children can practice reading certain words or sentences on their own. In **Read Together** mode, children can explore the text and the pictures at their own pace. They can hear the text read aloud by clicking on the character, and they can click on individual words to hear them read. In addition, there are several content-related animations within each scene that children can discover by clicking on the pictures.

At the beginning of each story, there is a word list that introduces the words that are central to the story's plot. Seeing the words ahead of time gives children the opportunity to practice reading them and helps their comprehension of the story.

To support accurate left-right tracking as children read, the text is highlighted whenever it is read aloud. The highlight

“grows” as each word in a sentence is read so children can follow along and experience the rhythm of natural language.

Pictures and visual effects are an important part of children’s reading experience. Throughout the stories, there is significant use of art and animations to help convey the meaning of the text. In addition to helping children understand the characters and the plot, the animations provide a unique dimension to the stories with extra dialogue that enriches the telling of the story.

## THE ACTIVITIES

In the Read Together mode, children have access to the story-related activities. These activities give them additional opportunities to work with story concepts and vocabulary.

In **Express It**, children help Sam the Lion create letters to send to the storybook characters—choosing words or phrases to complete the sentences that Sam has written. There is a picture accompanying each choice to help comprehension and vocabulary development. And since children can try out the different choices before finalizing their decisions, they can enjoy experimenting and playing with language.

Once children complete a letter, they send it to the character and receive a tailored response that addresses specific points in their letter. This activity exposes children to the conventions of letter writing, a valuable method of communication.

The **Story Map** activities focus on words and events from the stories. In Story Match, children match pictures to words, practicing word-recognition and developing vocabulary. In Story Order, children put specific events from the story into the correct chronological order. This challenges them to recall both sequence and content.

### EXTENDING THE EXPERIENCE

As children explore the stories in *Reading Development Library*, there are several things that can help them get the most out of their reading experience. Making predictions about the plot and the characters is a great way to get children to start thinking about the story. You can ask them questions like these before they read:

- What is country life like? What is city life like?
- Where do city mice live? Where do mice live in the country?
- Why is it fun to visit someone overnight? What can be hard about an overnight visit?
- What does it mean to trade something?
- What is a beanstalk? How does it grow?
- What makes gold special?

After they've read the stories, you can ask questions that will challenge them to make connections between the stories and their own lives.

- What kind of food do you like?
- Where would you like to go on a trip?
- What would you do if you found some magic beans?
- How does it feel to meet someone who is bigger than you are?

The stories and activities in the *Reading Development Library* series can serve as inspiration for other activities away from the computer. Following are more suggestions to help children get the most out of their experience with the literature.

## *Extending the Experience*

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### **Write your own version.**

- Pick a character who didn't tell a version of the story. What would that character's version be like?
- Combine the stories to make a new story. For example, what would happen if the mice met the giant?
- Draw a picture showing a different ending to the story.

### **Write a letter.**

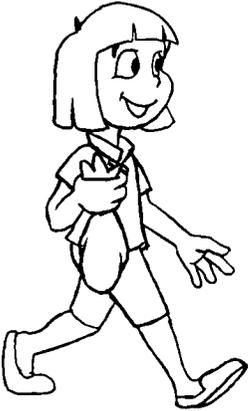
- Write to a friend or a family member. You can make your letter silly or serious. Can you think of a special way to sign your letter? Sam the Lion likes to use "ROAR!"
- Pretend you and a friend are characters from one of the stories. Write each other letters about what happens to you in the story.

### **Make a story map.**

- Write a short story. Then, use words and pictures to make a story map that shows some of the important things that happened in your story.
- Mix up your map and see if a friend can unscramble it.
- Mix up your map again and write a new, silly story from the mixed-up pieces.

### **Get to know the characters.**

- Make a list of story characters. Make another list of some things each of those characters might say. See if you and a friend can match the words to the right characters.
- Work with some friends to act out the story. Talk, walk, and act like the story characters.

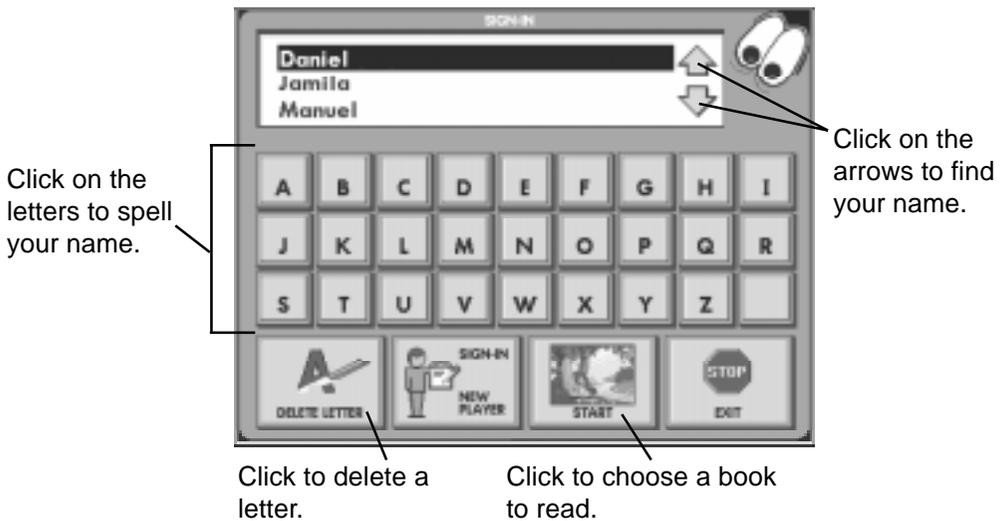


# Getting Started

Are you ready to read with Reader Rabbit and Sam the Lion? Start the program by following the instructions in the CD package.

## SIGNING IN

To play *Reading Development Library*, you'll need to sign in by entering your name. The Sign-In screen shows all players who have already entered their names.



## New Players

**To add your name to the Sign-In list:**

1. Click on the alphabet letters or use the keyboard to type your name into the name box. Your name can have up to 16 letters. And it must be different than any other name on the list.

## GETTING STARTED

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To erase a mistake, click on  or press ] (Windows™) or ≈ (Macintosh®).

Click on  to put a space between letters. (A space counts as a letter.) Then finish typing the letters you need to spell your name.

2. Click on  to go to the choose-a-story screen.

## Listed Players

If you've used the program before, your name will already be on the Sign-In list. If you don't see your name in the name box, click on the arrows to scroll through the list.

### To continue playing if you've already signed in:

1. Click on your name to highlight it, or just type your name using the onscreen alphabet letters or your keyboard.
2. Click on  .

## Removing a Player's Name

You can remove a player's name at any time. However, when there are 99 names on the list, it's full. You must remove a name before you can add a new one. Removing a name will permanently erase that player's name and program option settings from the hard disk.

### To remove a player's name:

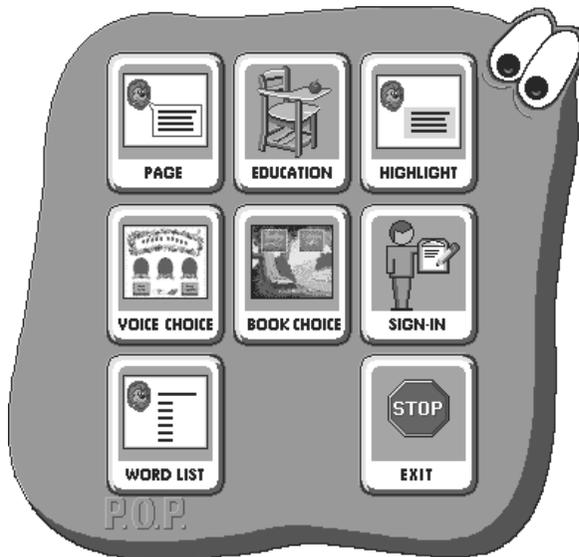
- Click on the name to highlight it. Then press **Ctrl** **R** (Windows) or **Σ** **R** (Macintosh).

### USING POP (PROGRAM OPTIONS PAD)

Within the program, you'll notice POP either at the bottom or lower right corner of the screen. (POP is not available in all areas of the program.) POP gives you access to program information and options. Any option settings you make remain in effect until you change them, and they are saved under your name. You will need to use POP to navigate among the program's different areas and to exit the program. For specific information about the POP buttons, see *Appendix A*.

### POP Basics

- To open POP, click on it.
- To close POP, click on POP's eyes.
- To choose a button, click on it.





# Using the Program

Come along with Reader Rabbit and Sam the Lion and discover two of their favorite storybooks. In each storybook, you can:

- Listen to the story and follow along.
- Read the story on your own, and get help from characters.
- Find out more about the story by exploring the scenes and watching animations of the story events.
- Send letters to the storybook characters.
- Play activities with the storybook words and pictures.

Click on the book you want to read.



For additional tips on enjoying *Reading Development Library*, be sure to see *Extending the Experience in Educational Focus*.

# USING THE PROGRAM

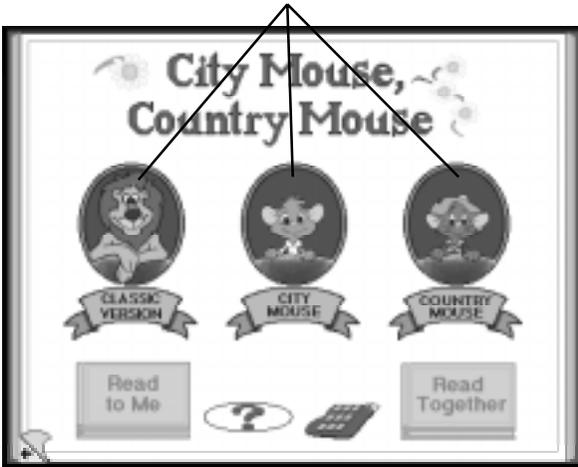
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## READING THE STORIES

Level 2 of *Reading Development Library* has two stories—*City Mouse, Country Mouse* and *Jack and the Beanstalk*. There are three different versions of each story. Sam the Lion tells a classic version, and two storybook characters tell their own personal versions. When you open a book, you can choose which version of the story you want to read.

Click on the character whose version you want to read.

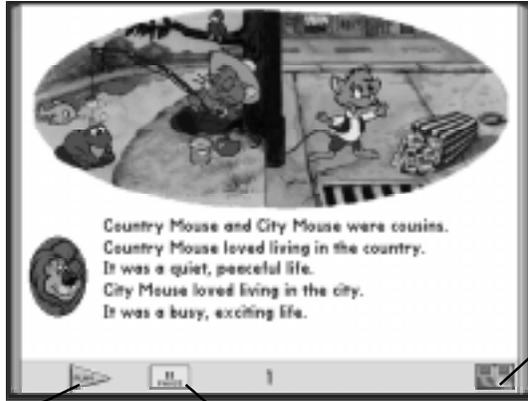


Once you've chosen a character, you can choose how you want to go through the story: You can listen and follow along as the character reads, or you can read on your own and explore the book at your own pace.

### Read to Me

Click on  to have the character you chose read you the story.

# Reading the Stories



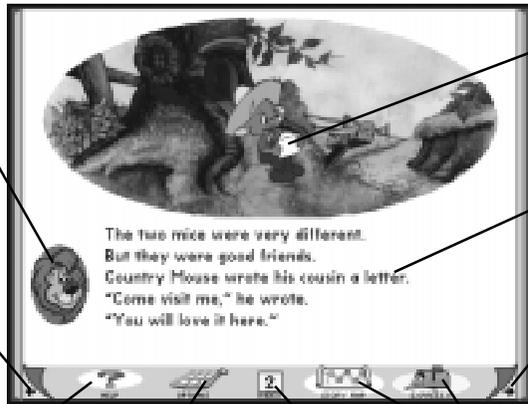
Click here to play the story.

Click here to pause the story.

Click here to choose a different book.

## Read Together

Click on  if you want to read the story to yourself or out loud. In **Read Together** mode, you can still click on the character if you want to have the text read to you. You can also hear individual words if you need help reading them.



Click on the character to hear the text read aloud.

Click here to go back a page.

Click here to see the screen help text.

Click on POP for program options.

Click here to go to the page list.

Click here to go to the activities.

Click on things in the picture to find animations.

Click on a word to hear it read aloud.

Click here to go to the next page.

# USING THE PROGRAM

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## PLAYING THE STORY ACTIVITIES

When you read a story in **Read Together** mode, you can take time out to play some story activities with Reader Rabbit and Sam the Lion.

There are two activities—**Express It** and **Story Map**. To play an activity, just click on its icon at the bottom of a storybook page.



When you're finished with the activity, click on



to go back to the story.

## Express It

Help Sam the Lion write letters to the storybook characters! He has started the letters, but he needs you to choose the words to complete his sentences. There are lots of words to choose from—use whichever ones you want!



Click on the character you want to write to.

## *Playing the Story Activities*

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Click on Sam to hear the text read.

Click on the picture or the words to fill in the sentence.



Click on OK to continue.

When you click on a picture or the words below it, the words will appear in the sentence. If you want, you can experiment—click on different words to hear how they sound in the sentence. When you've chosen what you want to say, click on **OK**.



Click on the mailbox to send the letter.

When you're finished, mail your letter. Speedy Snail will deliver it to the storybook character and then bring back a response letter for you to read!

# USING THE PROGRAM

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## Story Map

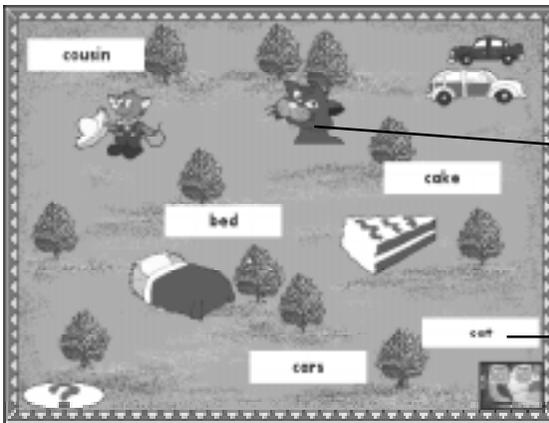
Reader Rabbit wants to put his story map back together. There are two things you can help with—Story Match and Story Order.

Click on the activity you want to play.



## STORY MATCH

Reader Rabbit needs you to match the words to the pictures.



1. Click on a picture.

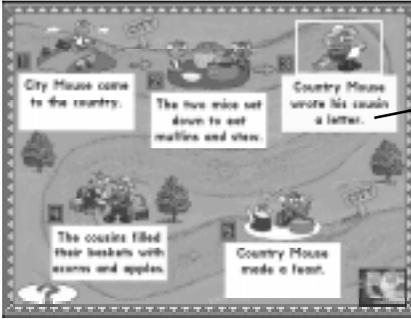
2. Click on the word that matches it.

# Playing the Story Activities

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## STORY ORDER

Put Reader Rabbit's pictures in the right order!

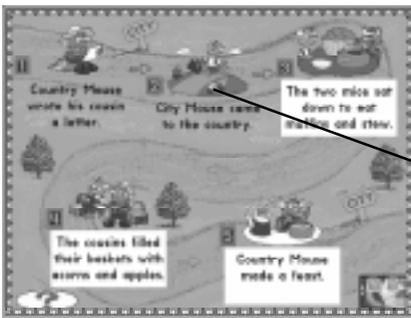


1. Click on the picture that shows what happened **first** in the story. (If you change your mind, click anywhere outside the picture. Then click on a different picture.)



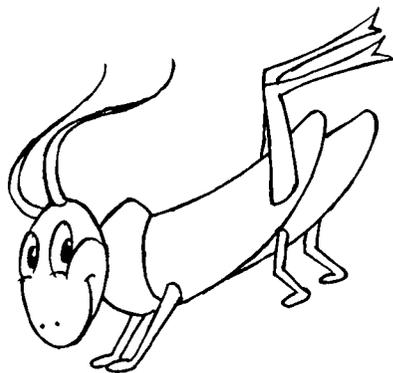
2. Click on the **first place** on the road (  ) to move the picture and its words there.

3. Click on the picture that shows what happened **next** in the story.



4. Click on the **next place** on the road (  ) to put the picture and its words there.

When all the pictures are in color, Reader Rabbit's map is fixed!



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## APPENDIX A: THE POP BUTTONS



**Page/Sentence.** This button is available in **Read Together** mode only. If you choose **Page**, the character will read the entire page. If you choose **Sentence**, you will hear one sentence of text read when you click on the character. You will need to continue to click on the character to hear each subsequent sentence.



**Education.** This button gives you general information about the educational content of the program.

READER RABBIT'S  
READING DEVELOPMENT LIBRARY

Reader Rabbit's Reading Development Library is the literature-based component of Reader Rabbit's Reading Series. Every Reading Library product contains two interactive books—each presented from three perspectives—to help broaden reading comprehension and thinking skills. All of the versions are written using vocabulary and sentence structure appropriate for the specific level of a child's reading development.

Click to return to the main POP screen.

Interesting facts about children and reading

DID YOU KNOW...?

ABOUT READING

THE READING SERIES

DONE

A discussion of how children learn to read

Information about Reader Rabbit's Reading Series

P.O.P.

The image shows a screen with a grey background and a white border. At the top, it says "READER RABBIT'S READING DEVELOPMENT LIBRARY". Below that is a paragraph of text. At the bottom, there are four buttons: "DID YOU KNOW...?", "ABOUT READING", "THE READING SERIES", and "DONE". There are also two callout boxes with arrows pointing to the "DID YOU KNOW...?" and "THE READING SERIES" buttons. The text "P.O.P." is visible at the bottom of the screen.

# APPENDIXES

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**Highlight.** This button turns the highlighting feature off and on.



**Voice Choice.** This button is available when you choose POP while you're reading a story. It lets you choose which of the three versions of the story you want to read.



**Book Choice.** This button lets you choose which of the two stories you want to read.



**Sign-In.** This button takes you to the Sign-In screen.



**Word List.** This button turns the Word List off and on. When Word List is on, a list of the story's key words appears before the story begins. When the Word List is off, a slash mark appears across the button.



**Exit.** This button lets you leave the program.

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## APPENDIX B: WORD LIST

These are the words used in *City Mouse*, *Country Mouse* and *Jack and the Beanstalk*.

<b>a</b>	<b>ask</b>	<b>bikes</b>	<b>city</b>
<b>about</b>	<b>asked</b>	<b>bird</b>	<b>clever</b>
<b>acorn</b>	<b>asleep</b>	<b>bit</b>	<b>climb</b>
<b>acorns</b>	<b>at</b>	<b>blood</b>	<b>climbed</b>
<b>afraid</b>	<b>ate</b>	<b>both</b>	<b>closer</b>
<b>after</b>	<b>awake</b>	<b>bother</b>	<b>clouds</b>
<b>again</b>	<b>away</b>	<b>bowl</b>	<b>coins</b>
<b>ago</b>	<b>axe</b>	<b>boy</b>	<b>come</b>
<b>all</b>	<b>back</b>	<b>boys</b>	<b>coming</b>
<b>along</b>	<b>bags</b>	<b>breakfast</b>	<b>cook</b>
<b>already</b>	<b>baked</b>	<b>bright</b>	<b>cooked</b>
<b>also</b>	<b>barked</b>	<b>broke</b>	<b>cooking</b>
<b>always</b>	<b>barking</b>	<b>building</b>	<b>could</b>
<b>am</b>	<b>baskets</b>	<b>bus</b>	<b>couldn't</b>
<b>an</b>	<b>be</b>	<b>buses</b>	<b>counted</b>
<b>and</b>	<b>beans</b>	<b>busy</b>	<b>country</b>
<b>angry</b>	<b>beanstalk</b>	<b>but</b>	<b>cousin</b>
<b>animals</b>	<b>beautiful</b>	<b>by</b>	<b>cousin's</b>
<b>anymore</b>	<b>because</b>	<b>cake</b>	<b>cousins</b>
<b>anyone</b>	<b>bed</b>	<b>came</b>	<b>cow</b>
<b>anything</b>	<b>been</b>	<b>can</b>	<b>crickets</b>
<b>apple</b>	<b>began</b>	<b>careful</b>	<b>cried</b>
<b>apples</b>	<b>behind</b>	<b>cars</b>	<b>crowded</b>
<b>are</b>	<b>believe</b>	<b>castle</b>	<b>crowds</b>
<b>around</b>	<b>better</b>	<b>cat</b>	<b>danced</b>
<b>as</b>	<b>big</b>	<b>cats</b>	<b>dark</b>

## APPENDIXES

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day	exciting	fum	heard
days	eyes	furry	heavy
did	face	gave	hen
didn't	fall	get	her
different	fancy	giant	here
dinner	farmer	giants	here's
do	fast	give	hid
does	feast	glad	hide
dog	fee	go	him
doing	feel	going	his
don't	fell	gold	hmmm
done	felt	golden	hole
door	few	gone	holes
down	fi	good	home
dream	field	got	hooting
during	fields	great	hoped
each	fight	green	house
early	filled	grow	how
eat	find	guess	howled
eats	flowers	had	howling
egg	fo	ham	huge
eggs	followed	happen	hungry
end	food	happened	husband
Englishman	foolish	happy	I
enough	footsteps	hard	I'd
especially	for	harp	I'll
ever	found	have	I'm
every	friends	having	idea
everyone	from	he	if
everything	fruit	he's	in
everywhere	full	hear	inside

## *Appendix B: Word List*

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<b>into</b>	<b>little</b>	<b>mint</b>	<b>nose</b>
<b>is</b>	<b>live</b>	<b>miss</b>	<b>not</b>
<b>isn't</b>	<b>lived</b>	<b>missing</b>	<b>now</b>
<b>it</b>	<b>lives</b>	<b>money</b>	<b>nuts</b>
<b>it's</b>	<b>living</b>	<b>more</b>	<b>of</b>
<b>Jack</b>	<b>long</b>	<b>morning</b>	<b>off</b>
<b>Jack's</b>	<b>look</b>	<b>most</b>	<b>often</b>
<b>jump</b>	<b>looked</b>	<b>mother</b>	<b>oh</b>
<b>jumped</b>	<b>lost</b>	<b>mouse</b>	<b>old</b>
<b>just</b>	<b>lot</b>	<b>much</b>	<b>on</b>
<b>kept</b>	<b>loud</b>	<b>muffins</b>	<b>once</b>
<b>knew</b>	<b>louder</b>	<b>music</b>	<b>one</b>
<b>knock</b>	<b>loudly</b>	<b>must</b>	<b>only</b>
<b>knocked</b>	<b>love</b>	<b>my</b>	<b>open</b>
<b>know</b>	<b>loved</b>	<b>myself</b>	<b>opened</b>
<b>laid</b>	<b>made</b>	<b>name</b>	<b>other</b>
<b>lane</b>	<b>magic</b>	<b>named</b>	<b>our</b>
<b>large</b>	<b>make</b>	<b>near</b>	<b>out</b>
<b>late</b>	<b>makes</b>	<b>need</b>	<b>outside</b>
<b>later</b>	<b>many</b>	<b>needed</b>	<b>oven</b>
<b>lay</b>	<b>market</b>	<b>neighborhood</b>	<b>owls</b>
<b>led</b>	<b>may</b>	<b>neighborhoods</b>	<b>own</b>
<b>let</b>	<b>maybe</b>	<b>never</b>	<b>packed</b>
<b>let's</b>	<b>me</b>	<b>next</b>	<b>pals</b>
<b>letter</b>	<b>mean</b>	<b>nice</b>	<b>peaceful</b>
<b>letters</b>	<b>meet</b>	<b>night</b>	<b>peeked</b>
<b>life</b>	<b>met</b>	<b>nights</b>	<b>people</b>
<b>lights</b>	<b>mice</b>	<b>no</b>	<b>picked</b>
<b>like</b>	<b>might</b>	<b>noise</b>	<b>pictures</b>
<b>liked</b>	<b>mile</b>	<b>noises</b>	<b>pies</b>
<b>listen</b>	<b>milk</b>	<b>noisy</b>	<b>place</b>

## APPENDIXES

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plant	seemed	squawk	they
play	seen	started	thing
please	sell	starting	things
poor	sent	stay	think
popped	she	steps	thinking
pot	ship	stew	this
potatoes	showed	still	those
pretty	sing	stores	thought
proud	sit	story	three
put	sky	strange	threw
quiet	sleep	such	through
ran	sleeping	suddenly	time
ready	sleepy	sure	times
really	small	sweet	tiny
remember	smart	table	tired
rest	smell	take	to
reward	smelled	taken	told
right	smelling	taking	tonight
road	smells	taste	too
roared	snapped	tea	took
rocks	snug	tell	touch
room	so	thanks	touched
sad	some	that	toys
safe	something	that's	trade
said	song	the	traded
sang	songs	their	treasures
sat	soon	them	troubles
saw	sounds	then	two
say	sour	there	uh
scared	space	there's	under
see	special	these	until

## *Appendix B: Word List*

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up	why
us	wife
used	will
vase	window
very	wished
village	with
village's	woke
visit	woman
voice	wondered
walk	wonderful
walked	work
walking	worked
walks	worried
walls	worry
want	would
wanted	write
was	wrong
wasn't	wrote
watch	you
way	your
we	
we'd	
well	
went	
were	
weren't	
whack	
what	
when	
where	
who	

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Special thanks to all the children who tested *Reading Development Library* for us throughout the development cycle!

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