



# Teacher Guide



Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

## Introduction

**A** child's ability to read and comprehend the written word is his touchstone to success in school and in life. The primary object of our Reading Comprehension guide is to teach the reading skills that are basic to reading fluency and understanding in all subject areas and situations. Reading is the most essential communication skill in our society. For this reason, the author has given emphasis to many of the primary building blocks of reading acquisition, such as using context clues, determining main idea, and understanding inferences.



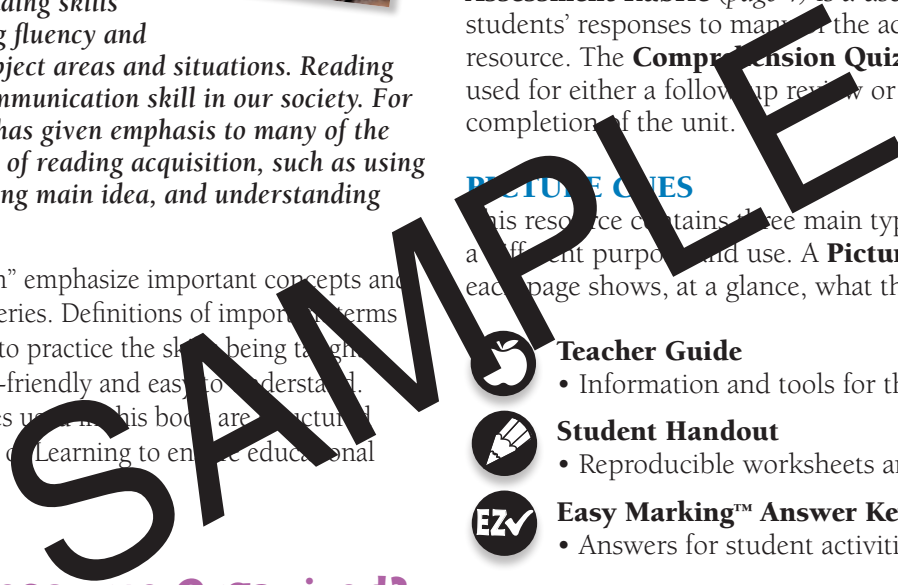
comprehension of the concepts presented in the reading passage and extend their learning. Students are asked to give thoughtful consideration of the reading passage through creative and evaluative short-answer questions, research, and extension activities.

**Writing Tasks** are included to further develop students' thinking skills and understanding of the concepts. The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to many of the activities in our resource. The **Comprehension Quiz** (page 48) can be used for either a follow-up review or assessment at the completion of the unit.

## PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.

"Reading Comprehension" emphasize important concepts and appear throughout this series. Definitions of important terms and many opportunities to practice the skills being taught also make this book user-friendly and easy to understand. In addition, the objectives used in this book are structured using Bloom's Taxonomy of Learning to ensure educational appropriateness.



## How Is Our Resource Organized?

### STUDENT HANDOUTS

**Reading passages and activities** (in the form of reproducible worksheets) make up the majority of our resource. The reading passages present important grade-appropriate information and concepts related to the topic. Embedded in each passage are one or more questions that ensure students understand what they have read.

For each reading passage there are **BEFORE YOU READ** activities and **AFTER YOU READ** activities.

- The **BEFORE YOU READ** activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapters are also presented.
- The **AFTER YOU READ** activities check students'

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- Information and tools for the teacher

### Student Handout

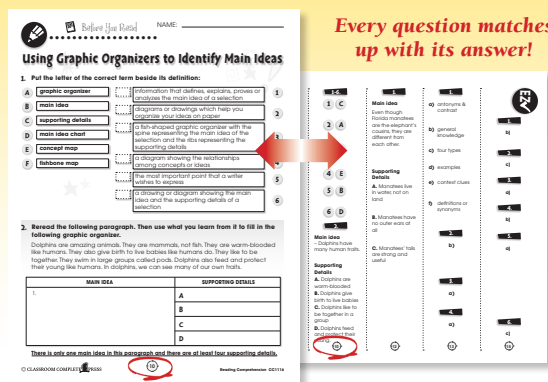
- Reproducible worksheets and activities

### Easy Marking™ Answer Key

- Answers for student activities

## EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns – just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



NAME: \_\_\_\_\_



# Using Graphic Organizers to Identify Fact and Opinion

1. Put an "F" in front of each FACT and put an O in front of each OPINION.

- a) Italian is an easier language to learn than Spanish.
- b) Smoke detectors can help save lives.
- c) Soccer is a rough and tumble sport.
- d) Next year, my dad should win an award for his cooking.
- e) We all love to watch TV on Saturday nights.
- f) Dr. Ross is the best principal in this school system.
- g) The club's next meeting is on May 20th at 7:00 p.m.
- h) Her little brother has got to be the smartest kid in school.
- i) It was colder yesterday than it was last Tuesday.
- j) Everyone likes to get lots and lots of e-mail everyday.

2. Choose five sentences from the list above that you labeled "opinions" and rewrite them so that they state facts only.

a)

b)

c)

d)

e)

SAMPLE



# Comprehension Quiz

**Circle** the correct answer for each question.

1. Proof of something is called:  
 a) opinion                      b) evidence                      c) synonymous
2. The ability to read and understand the meaning of a text is called:  
 a) reading comprehension    b) reading between the lines    c) purpose for reading
3. Words that mean the opposite of each other are called:  
 a) antonyms                      b) synonyms                      c) participles
4. Pieces of information that tell about the main idea are called:  
 a) timelines                      b) fishbones                      c) supporting details
5. Something that can always be proven is called a:  
 a) fact                              b) fib                              c) fantasy
6. The most important part of a reading selection is called:  
 a) an inference                      b) conclusion                      c) main idea
7. A diagram or chart that shows the relationships among concepts or ideas is called a:  
 a) chronology                      b) graphic organizer                      c) scoreboard
8. The reason you read a text is called the:  
 a) purpose for reading                      b) homework assignment                      c) directions
9. A word that means the same or about the same as another word is called:  
 a) a simile                      b) a synonym                      c) a metaphor
10. Words or phrases that can help readers understand the meaning of a new word are:  
 a) context clues                      b) reading purposes                      c) main ideas



Put a "T" in front of each true statement and put an "F" in front of each false statement.

- 11. A drawing can be a graphic organizer.
- 12. Evidence does not mean the same thing as proof.
- 13. A fishbone map is usually shaped like the skeleton of a fish.
- 14. Making an inference is the same thing as "reading between the lines".
- 15. It is very important to have good reading comprehension skills.



**SUBTOTAL: /15**

# Fact or Opinion?



**DIRECTIONS:** Use the graphic organizer below to help you identify statements of fact and statements of opinion in your reading selections. Be sure to explain how you can tell whether the statement is a fact or an opinion.

STATEMENT	FACT OR OPINION?	HOW CAN YOU TELL?

SAMPLE