



# 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.



"Reading Comprehension" emphasize important concepts and appear throughout this series. Definitions of important terms and many opportunities to practice the skill 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.

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.

### Teacher Guide

- Information and tools for the teacher

### Student Handout

- Reproducible worksheets and activities

### Easy Marking™ Answer Key

- Answers for student activities

## 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'

## 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!

**Every question matches up with its answer!**



# Sequencing

1. List each sequencing clue words or phrases you find in the following paragraph. (You may use a dictionary if needed.)

In the beginning, the children were just talking while they waited at the bus stop. Later, a truck pulled up and blew its horn loudly. Next, a man jumped out and looked around. At the same time, the driver put the truck in park and stepped into the street. Simultaneously, cars began stopping. Shortly thereafter, the bus arrived and joined the line of stopped cars. Following that, the police arrived. Soon they had the man calmed down. Then they asked the driver to move his truck out of the way. When the street was clear, the line of cars moved on. Subsequently, the children got on the bus. The last thing they saw was a happy dog jump into the arms of the man.

- a) \_\_\_\_\_ g) \_\_\_\_\_
- b) \_\_\_\_\_ h) \_\_\_\_\_
- c) \_\_\_\_\_ i) \_\_\_\_\_
- d) \_\_\_\_\_ j) \_\_\_\_\_
- e) \_\_\_\_\_ k) \_\_\_\_\_
- f) \_\_\_\_\_ l) \_\_\_\_\_

2. Choose one of the activities below and write all the steps you would take to do it. Be sure to put the steps in sequence.

- A. Making a peanut butter and jelly sandwich
- B. Tying your shoes
- C. Dressing your baby brother
- D. Brushing your teeth
- E. Making a snowman

**Title of Activity:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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**

SAMPLE



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