

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

READ

Introduction



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 sharebeing target also make this book user-friendly and easy to understand. In addition, the objectives undersharebeing to ender educational using Bloom's Taxonomy of Learning to ender 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'

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.

TD E C VES

is resource contains these main types of pages, each with ff and purport and use. A **Picture Cue** at the top of upage shows, at a glance, what the page is for.

Teacher Guide

• Information and tools for the teacher

Student Handout

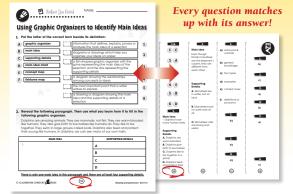
Reproducible worksheets and activities



- Easy Marking[™] Answer Key
- Answers for student activities

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!





Sequencing

After You Read

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



- 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:

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NAME:			After You Read 🗐 🛛		
		$\bullet \bullet$	• • • • • • • • •	• • • • • • • • •	
	Com	prehen	sion Qu		
¢	ircle) the correct answer	for each questic	on.		22
1.	Proof of something is called	d:			
	a) opinion b)	evidence	c) synonym	nous	
2.	The ability to read and unc a) reading comprehension		0		ading
3.	Words that mean the opport a) antonyms by	osite of each other) synonyms	are called: c) participl	es	
4.	Pieces of information that t a) timelines b	ell about the mair fishbones	n idea are called [,] c) suppo	ng dotails	
5.	Something that can always a) fact b)	s be proven is calle) fib	ed a: •) •ntasy		
6.	The most important part of a) an inference	a reading search conclusion	n is called. c) main ide	a	
7.	A diagram or chart that shares a) chronology	sws the religitions of the second s	-	pts or ideas is cal ard	lled a:
8.	The reason you ead a tex a) purpose for commu	p) homework as	signment c) d	irections	
9.	A word that means the analysis as a simile by	ne or about the sa a synonym	ime as another wo c) a metap		10
10	Words or phrases that can a) context clues by	help readers unde) reading purpose		•	d are:
P	ut a "T" in front of each true	statement and pu	ut an "F" in front o	f each false stat	ement.
•	11. A drawing car	n be a graphic orgo	anizer.		5
•	12.Evidence does	s not mean the san	ne thing as proof.		
•	13. A fishbone ma	p is usually shaped	like the skeleton o	of a fish.	
•	14. Making an infe	erence is the same	thing as "reading	between the line	s".
•	15. It is very import	ant to have good	reading compreh	ension skills.	

Reading Comprehension CCP1116-11

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SUBTOTAL:

Fact or Opinion?

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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?
_			
		NN'	
-	<u> </u>		