



# 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 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.

**SAMPLE**

## 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'

### 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!

**Using Graphic Organizers to Identify Main Ideas**

1. Put the letter of the correct term beside its definition:

A. Graphic organizer	1. A diagram that organizes, explains, proves or clarifies the main ideas of a selection.	1
B. Main idea	2. The main message or purpose of a selection.	2
C. Supporting details	3. Information that explains, proves or clarifies the main idea of a selection.	3
D. Main idea chart	4. A diagram that organizes, explains, proves or clarifies the main idea of a selection.	4
E. Concept map	5. A diagram that organizes, explains, proves or clarifies the main idea of a selection.	5
F. Database map	6. A diagram that organizes, explains, proves or clarifies the main idea of a selection.	6

2. Read the following paragraph. Then use what you learn from it to fill in the following graphic organizer.

Dolphins are amazing animals. They are mammals, not fish. They use warm-blooded like humans. They also give birth to live babies like humans do. They live to live together. They swim in large groups called pods. Dolphins also feed and protect their young like humans. In dolphins, we can see many of our own traits.

MAIN IDEA	SUPPORTING DETAILS
1.	A
	B
	C
	D

There is only one main idea in this paragraph and there are at least four supporting details.

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

Main Idea	Supporting Details
1. C	1. A
2. B	2. D
3. C	3. B
4. D	4. C
5. E	5. D
6. F	6. E



# Context Clues

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

- I *abhor* spinach! Its green color makes it taste horrible to me.  
In this sentence, abhor probably means:  
a) love                      b) hate                      c) sometimes like
- The classroom was in *chaos*, a state of disorder.  
In this sentence, chaos probably means:  
a) a calm, peaceful state      b) time-out                      c) confusion and mess
- It is *crucial* to win today's game if we want to be the series champions!  
In this sentence, crucial probably means:  
a) very important              b) not necessary              c) stupid
- Please be careful! That race is filled with *hazards*.  
In this sentence, hazards probably means:  
a) helpful hints                      b) dangers                      c) cheaters
- Skip's parents are very *prosperous*. They own a huge house and two new cars.  
In this sentence, prosperous probably means:  
a) rich                      b) poor                      c) religious

**Read the paragraph and then answer the question that follows.**

Jack and Kim were in a precarious situation. The rocks on the hillside next to them could fall at any time. Suddenly, they felt a tremor and the ground beneath them began to shake and move. The children knew that the rocks could pummel them at any second. Just as there seemed to be no hope, a savior arrived! Their dad was driving toward them in a huge military tank!

- In this paragraph, precarious probably means:  
a) secure                      b) calm                      c) dangerous



**The Reading Watch Dog says,**  
***“Remember, context clues are key words and phrases that appear in the sentences around the new word.”***



# Comprehension Quiz



Read the passage to answer number 16.

On March 5, 1770, the trouble began. A group of men and boys threw snowballs at the British soldiers who were stationed in Boston. The snowballs made the soldiers angry. Finally, the soldiers began to fire their guns into the crowd. When it was over, three Americans were dead. Two others died later. The Boston Massacre became one of the reasons that Americans wanted independence from Britain.

16. Which sentence is the main idea of the passage above?

- A On March 5, 1770, the trouble began.
- B A group of men and boys threw snowballs at the British soldiers who were stationed in Boston.
- C The Boston Massacre became one of the reasons that Americans wanted independence from Britain.

Tell whether statements 17 – 19 are FACTS or OPINIONS by circled the correct word.

- 17. My laptop is the best computer in the world. FACT or OPINION?
- 18. Judy Blume wrote Tales of a Fourth Grade Nothing. FACT or OPINION?
- 19. My mom makes the world's spaghetti ever! FACT or OPINION?

Circle the correct answer for the following statements.

- 20. The **egret** is in danger of becoming extinct because clothing makers use their long, beautiful tail feathers to make ladies' hats. *What is an egret?*  
 a) a child                      b) a small book                      c) a large bird
- 21. My grandmother likes to add kohlrabi, beans, zucchini and other green vegetables to her soup recipe. *What is kohlrabi?*  
 a) a type of seasoning    b) a type of cabbage    c) a sweet fruit
- 22. Like their cousins, the raccoons and possums, lemurs have long tails and big eyes. *What is a lemur?*  
 a) a small fish                      b) a fierce lion-like creature  
 c) a small forest animal that lives in trees and hunts at night

SUBTOTAL: /7

# Making Inferences: Reading Between the Lines



**Question:** (from the book, our group, or my teacher)

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**What I know from the *book*:**

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**What I know from *my brain*:**

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**SAMPLE**

**My Inference:** \_\_\_\_\_

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