



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.

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!

Every question matches up with its answer!



Drawing Conclusions

Read the following selections and then place a check mark (✓) by the correct answer.

1. Jane sat nervously in the chair. She knew that it was almost her turn. As she looked at the lady in a white uniform coming toward her, she froze. She hoped that she had been using her toothbrush enough lately! Just then the lady called her name.

From this story you can tell that:

- A Jane is at the fair.
 B Jane is at the dentist's office.
 C Jane is in a movie theater.

2. The room was filled with suitcases, an ice chest, and some travel games. Ben and Linda ran in carrying some of their favorite books. When Dad said it was time to go, everyone was thrilled! They had looked forward to this day for a long time.

From this story you can tell that:

- A The family is going on a trip.
 B Ben and Linda had worked hard all day.
 C Mom is upset about the messy house.

3. Forrest Mars was a great inventor. No, he didn't invent a labor-saving machine or a better airplane or car. His invention was much tastier than that! Forrest noticed that soldiers were eating pieces of chocolate that had been rolled in a sugar coating to keep them from melting. He figured that kids would like the tasty treat. So his invention was born! Now it is one of the most popular kinds of candy in this country.

From this story you can tell that:

- A Forrest Mars wanted to make life easier for soldiers.
 B It took Forrest a long time to invent anything.
 C Forrest had a great idea for a kind of candy.

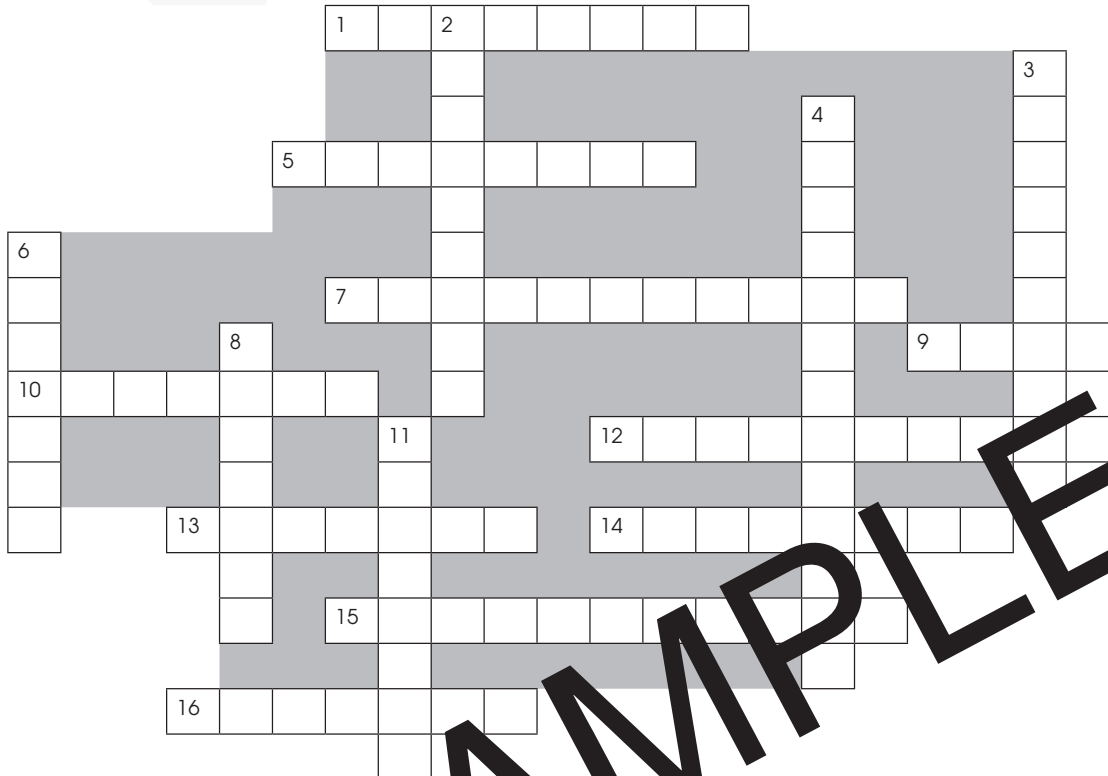
4. Richard Knerr and Arthur "Spud" Melin founded the Wham-O Toy Company in 1948. Their first toy was the Frisbee, a flying plastic disc. Next, they made the hula hoop which was copied from the famous Hawaiian dance. Both toys were huge successes.

From this story you can tell that:

- A Knerr and Melin became rich men.
 B Knerr and Melin should not have copied other people's ideas.
 C Toys with lots of parts are more fun.



Crossword



Word List

- antonym
- chronological
- conclusions
- context
- evidence
- fact
- fishbone map
- graphic
- inference
- main idea
- opinion
- purpose
- reading
- sequencing
- supporting
- timeline

SAMPLE

Across

1. The facts about something (proof)
5. A graphic organizer that displays events or dates in the order that they happened.
7. Drawing _____
9. Something that is always true
10. The main reason you read a selection
12. _____ details
13. _____ Comprehension
14. The most important part of a reading Selection
15. A graphic organizer shaped like a fish (2 words)
16. A word that means the opposite of another word

Down

2. Using clues from the text and your own knowledge and experience to figure out what the author is trying to say.
3. Putting events or actions in the order they occurred.
4. The order in which something happens
6. _____ Organizers
8. _____ Clues (a reading comprehension skill)
11. What someone thinks or believes

Nine Event Sequence Chain



1. []

2. []

3. []

4. []

5. []

7. []

8. []

9. []

SAMPLE