





Teacher Guide

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



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 sketcheing taught also make this book user-friendly and east to a derstand. In addition, the objectives user highs body are succured using Bloom's Taxonomy (Learning to entace 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 the activities in our resource. The **Compression Quiz** (*page 48*) can be used for either a follow up review or assessment at the completion of the unit.

P AID E (VES

this resource of tains thee main types of pages, each with a first and 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

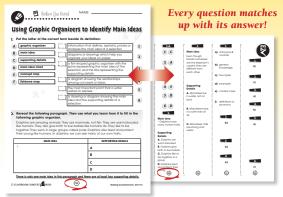


Easy Marking[™] Answer Key

• Answers for student activities

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!







Making Inferences

кеас	i the to	llowing selections and then place a check mark (v) by the correct answer.		
1.	Mr. Smith took his glasses out of his pocket and cleaned them. Dr. Ross, the principal, looked around at the people in the room. A few of them were still eating and talking. Mr. Smith took out his notes and waited. Just then Dr. Ross stood and tapped her water glass with her spoon. Everyone got quiet.			
	Which	statement is probably true?		
	O A	Mr. Smith was going to leave.		
	\bigcirc B	Mr. Smith was going to give a speech.		
	\circ	Dr. Ross was going to read the group a story.		
2.	she sta	arcia stood in front of the class with a frown on her fale. Stocrossed her arms as ared at them. None of the students made a sound. In statement is probably true?		
	\bigcirc A	Mrs. Garcia was happy with the students.		
	•	The students were crang.		
	O C	Mrs. Garcia was upset with the students.		
3.	months he had	orld word siere fill of an bicycles for sale. Kim had saved up his allowance for s. As he walked do in the disles, he looked at all the different bikes. He knew that it to pick one so in. Finally, he saw one for \$99. He chose it quickly and left.		
	\bigcirc A	Kim had plenty of money and could buy any bike he wanted.		
	\bigcirc B	Kim had about \$100 to spend.		
	O C	Kim's bike was not a good one.		
4.	The Holland children are gregarious. They often have parties for their friends. Sometimes, they invite people over to spend the night. At school, they are always surrounded by people.			
	Which	statement is probably true?		
	O A	the Holland children are lonely		
	\bigcirc B	the Holland children are not nice		
	\circ c	the Holland children enjoy being around other people		





Comprehension Quiz

Circle the correct	answer for each questi	on. 22		
1. Proof of something	j is called:			
a) opinion	b) evidence	c) synonymous		
,	and understand the mea	•		
a) reading compr	ehension b) reading be	tween the lines c) purpose for reading		
Words that mean ta) antonyms	he opposite of each othe b) synonyms	r are called: c) participles		
4. Pieces of informati	on that tell about the mai	n idea are called:		
a) timelines	b) fishbones	c) supporting details		
Something that caa) fact	n always be proven is call b) fib	ed a: ;) untasy		
The most importana) an inference	t part of a reading second b) conclusion	n is alled. c) main idea		
7. A diagram or char a) chronology	t that shows the relationsh be aph. O. niz	os among concepts or ideas is called a: er c) scoreboard		
8. The reason you ea a) purpose for a	ad a text cooled me:) homework as	ssignment c) directions		
9. A word that mean a) a simile	s the ame or about the so b) a synonym	ame as another word is called: c) a metaphor		
10.Words or phrases the a) context clues	nat can help readers unde	erstand the meaning of a new word are: es c) main ideas		
Put a "T" in front of e	ach true statement and p	ut an "F" in front of each false statement.		
11. A drav	ving can be a graphic org	anizer.		
12. Evidence does not mean the same thing as proof.				
13. A fishbone map is usually shaped like the skeleton of a fish.				
14. Makin	g an inference is the same	thing as "reading between the lines".		
15. It is ve	ry important to have good	reading comprehension skills.		

Drawing Conclusions

