



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'

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- 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

Read the following selections and then place a check mark (✓) 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?

- A Mr. Smith was going to leave.
- B Mr. Smith was going to give a speech.
- C Dr. Ross was going to read the group a story.

2. Mrs. Garcia stood in front of the class with a frown on her face. She crossed her arms as she stared at them. None of the students made a sound.

Which statement is probably true?

- A Mrs. Garcia was happy with the students.
- B The students were crying.
- C Mrs. Garcia was upset with the students.

3. Bike World was a store filled with bicycles for sale. Kim had saved up his allowance for months. As he walked down the aisles, he looked at all the different bikes. He knew that he had to pick one soon. Finally, he saw one for \$99. He chose it quickly and left.

Which statement is probably true?

- A Kim had plenty of money and could buy any bike he wanted.
- B Kim had about \$100 to spend.
- 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?

- A the Holland children are lonely
- B the Holland children are not nice
- C the Holland children enjoy being around other people



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



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

Drawing Conclusions



Text Clues

What I Already Know

My Conclusion

SAMPLE