





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 up a replace body are acceptable using Bloom's Taxonomy of 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 C VES

this resource dutains thee main types of pages, each with a left cent 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

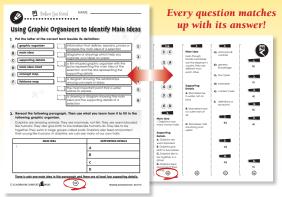


Easy Marking[™] Answer Key

• 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!











Fact and Opinion

Read the following story and answer the questions that follow it.

The North American grizzly bear is also called a brown bear. Grizzlies live mostly in Montana, Wyoming, Idaho, Alaska, Washington and Canada. Grizzly bears are the most dangerous wild animals in this country. The grizzly bear is very strong. He can kill a human with one swipe of his claw.

A grizzly bear can weigh up to 1,800 pounds. That is about the weight of a big bull. The grizzly is able to stand on its hind feet. When he stands up he can be as tall as 12 feet high. He could reach the ceiling in your classroom. Grizzlies are certainly the most frightening animals in the forest!

Grizzlies have humps on their backs. This bear got its name from its shaggy-looking fur. A grizzly bear's fur is brown with silver tips. I think that grizzly bears are beautiful.

Grizzly bears don't see very well. They are attracted by the smell of an appeal or object. Smelling is what the animal does the best.

Most grizzly bears like to live alone. They are active during the morning applicarly evening hours. Dens or caves are where grizzlies like to live. They often use rot caves all hollow trees for shelter. Grizzly bears would be fun to play with.

Grizzly bears eat insects, wild honey, grasses, roots, perries lish, loose alk, deer, sheep, and sometimes other bears. However, grizzly bears and other humans lood.

Place a check mark (v) be de the carrest asswer to each question.

riac	e a che	ck mark (v) before maccated a swell to each question.				
1.	How m	any <u>opinions</u> are the p in the first paragraph?				
	○ A	one				
	\bigcirc B	two				
	\circ c	three				
2.	• Which of the following is an <u>opinion</u> ?					
	○ A	The North American grizzly bear is also called a brown bear.				
	\bigcirc B	The grizzly bear is very strong.				
	\circ c	Grizzly bears are the most dangerous wild animals in this country.				
3. How many facts are there in the second paragraph?						
	O A	five				
	\bigcirc B	four				
	\circ c	three				
4.	"Grizzlies are certainly the most frightening animals in the forest!" is:					
	○ A	a fact				
	\bigcirc B	an opinion				
	\circ c	an exaggeration				



Comprehension Quiz

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Circle the correct answer for each question.								
1.	Proof of something is called:							
	a) opinion	b) evidence	c) synonymo	us				
2.	The ability to read and u	understand the meaning	of a text is calle	ed:				
	a) reading comprehension b) reading between the lines c) purpose for reading							
3.	Words that mean the op	pposite of each other are	called:					
	a) antonyms	b) synonyms	c) participles					
4.		at tell about the main ide		n deteile				
_	a) timelines	b) fishbones	c) supporting	dardiis				
Э.	a) fact	rays be proven is called a b) fib	e) Lintasy					
6.	The most important part							
	a) an inference	b) conclusion	c) main idea					
7.	A diagram or chart that	shows the relationships	mong concept	s or ideas is called a:				
	a) chronology b g aphle of nizer c) scoreboard							
8.	The reason you ead a text county inte:							
•	a) purpose for a bout the same as another word is called:							
7.	a) a simile	b) a synonym	as another word c) a metaph	10				
10	ŕ	an help readers understar	-					
	a) context clues	b) reading purposes	c) main idea					
· Pı	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.

Drawing Conclusions

