

To the Teacher

Developing Reading Power is a unique supplemental series in which high-interest stories are brought together with activities that promote literal and inferential comprehension. Each lesson features a story from the magazine *Highlights for Children*, multiple-choice and short-answer comprehension questions, and a cloze passage derived from the story itself.

The central feature of *Developing Reading Power* is the story that is the basis of a lesson. Each story was selected through a procedure that involved both interest and readability criteria, resulting in a collection of juvenile literature that is of high interest and becomes progressively more difficult.

First, stories were chosen from past issues of *Highlights for Children*. These stories were selected for their appeal to young readers. The stories were grouped according to children's interests, and then

arranged within the book according to text difficulty as measured by DRP* readability.

DRP readability is measured in Degrees of Reading Power units by the DRP Readability Analysis Service at TASA. TASA has established a carefully standardized set of procedures to ensure that the Bormuth mean of cloze formula, one of the most dependable measures available, is applied consistently to determine the DRP readability of text. (For more information about the DRP Program and linking text difficulty to student reading ability, call TASA at 800-800-2598.)

The questions that follow each story in *Developing Reading Power* test both literal and inferential comprehension and are consistent with the skills featured in most basal reading series and standardized tests. Each question in the lesson's comprehension section reflects one or more of the skills listed below.

Comprehension Skills List

- Recognizing the main idea
- Recognizing supporting ideas
- Creating a title
- Sequencing events
- Identifying characters
- Recognizing likeness and differences
- Reacting personally to a story
- Comparing and contrasting ideas
- Drawing conclusions
- Making inferences
- Recognizing an emotional reaction
- Recognizing cause-and-effect relationships
- Understanding figures of speech
- Recognizing the author's opinion or intent
- Verifying an opinion, answer, or hypothesis
- Recognizing absurdities
- Identifying and interpreting feeling and attitudes
- Recalling details
- Responding to vivid language
- Recognizing various literary forms
- Recognizing bias
- Understanding irony
- Interpreting new ideas
- Distinguishing important from unimportant details
- Distinguishing fact from opinion

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Comprehension Skills

Fill in the circle before the answer to each question.

- You find out that it is Kitten's birthday in
 a. the title.
 b. the beginning.
 c. the middle.
 d. the end.
- Bird is different from Turtle because he
 a. can fly to the party.
 b. is Kitten's friend.
 c. is going to the party.
 d. lives at the bottom of the hill.
- Which is least important to the story?
 a. Kitten is having a party.
 b. Kitten lives on a hill.
 c. Turtle thinks it is too far.
 d. Turtle has fun at the party.
- When Turtle reaches the top of the hill, he is
 a. unhappy and hungry.
 b. tired but happy.
 c. cold and sick.
 d. angry.
- Turtle doesn't think he can go to Kitten's party because he
 a. has other things to do.
 b. won a football game.
 c. can't walk that far.
 d. didn't buy a gift.
- Who thinks Turtle can't make it to Kitten's house?
 a. Turtle
 b. Bird
 c. Goat
 d. Kitten

Thinking Skills

Why did Stacy hold her jacket in front of the cow?

How does the cow get caught in the fence?

What will Stacy do if the cow gets into the garden again?

Describe a problem that you solved by yourself.

Frisky's Dinner

Carol A. Thompson

After school Danny invited his friend Mike to his house. Danny's mother gave Danny and Mike a glass of milk and two cookies each.

"May Mike and I play catch in the front yard with my new ball?"

"Yes," his mother answered. "But be sure to feed Frisky first."

"OK."

Danny and Mike finished their cookies and drank all their milk.

"Come on, Mike. I'll show you my new baseball."

Mike and Danny got the new baseball and went to the front yard. They took turns seeing how high they could throw the ball.

Frisky was in the backyard and looked through the fence at Danny and Mike. Frisky barked and wagged his tail. Danny and Mike smiled at Frisky. Danny yelled, "Hi, Frisky," and threw the ball back to Mike.

Frisky wagged his tail. Frisky watched Danny and Mike play ball. Frisky wanted to play.

"Five o'clock," called Danny's mom. "Time for Mike to go home."

"Bye, Danny," Mike said and ran home to dinner.

Danny went into his house and put his ball away. He went into the kitchen. Danny was hungry. Dinner was not on the table.

Danny's mother was in the living room knitting. Danny's dad was in the living room reading.

"I am hungry," Danny said.

Danny's dad kept reading.

Danny's mother kept knitting.

"Mom," Danny said, "I am hungry." Mother kept knitting.

Danny stood by his dad. "Daddy, aren't you hungry?"

"I am reading," his dad answered.

Danny's mother kept knitting.

Danny's dad kept reading.

Danny got hungrier and hungrier. Danny sat down and looked at his dad and mom.

"Mom, aren't we going to eat?"

Hiding an Elephant

Laura Arlon

Trumper squirted one last splash of water over his back. He clumped up the riverbank.

"Do you want to play hide-and-seek, Trumper?" It was Leo Lion.

"Of course I do," said Trumper "how do you play it?"

"It's easy," answered Spotty Leopard. "I will be IT. The rest of you will hide. I will count to one hundred. Then I will look for you."

"The first one he finds is IT the next time," explained Spanky Monkey.

"Good!" cried Trumper. "That sounds easy."

Spotty closed his eyes. "One, two, three—" he counted.

Trumper waved his trunk and flapped his ears. He clumped up the jungle path, singing:

"I'm tall and long and very wide. Where will I find a place to hide?"

He saw a big tree. He got behind it. He made himself as little as possible.

"Here I come, ready or not," shouted Spotty.

Trumper stood very, very still. "I see you, Trumper," shouted Spotty.

Trumper came out from behind the tree. "It's hard to hide an elephant," he said.

Trumper was IT. He covered his eyes with his big ears. "One, two, three—" he counted.

Leo, Spotty, and Spanky ran to hide. They found good places, but Trumper found them in a hurry.

"You're IT, Spanky," cried Trumper.

Spanky closed his eyes. "One, two, three—" he counted.

Trumper scampered into the jungle and sang:

"I'm tall and long and very wide. Where will I find a place to hide?"

He saw a clump of bushes. He stood in the middle of them. A lot of him still stuck out. He picked a leafy branch and stuck it behind his ear. He put another

Jenny Draws a Picture

Terence Kay

Jenny Ross was drawing a picture. It was a picture of a dog named Spot. Jenny looked at the picture. "I wish I had a dog like Spot," she said. But Jenny couldn't have a dog. So she drew pictures of them.

Spot was Carl's dog. Every day when Carl walked past Jenny's house with Spot, the little dog would run to Jenny and wag his tail. This meant, "Hello, Jenny." One day Carl said to Jenny, "Why don't you get a dog of your own?"

"I can't have a dog," said Jenny. "Not till I'm eight years old."

"That's too bad," said Carl, walking off. "Come on, Spot." Spot ran down the street with his master.

Jenny was sad. She liked Spot much better than just pictures of dogs. Every day Jenny waited for Spot on her front steps.

One day Carl came down the street alone. He looked sad.

"Hello," said Jenny. "Where's Spot today?"

Carl stopped. There were tears running down his cheeks.

"What's the matter, Carl?" asked Jenny.

Carl sobbed, "I can't find Spot. He's lost."

"Lost?" cried Jenny. "Where?"

"Downtown," said Carl. "I looked everywhere but I couldn't find him."

"Poor Spot," said Jenny. "Lost!" She would never see her little friend again.

Suddenly Jenny had a wonderful idea. "Why not draw pictures of Spot? When people see them, they'll help look for him."

Carl shook his head sadly. "It's a good idea, but I can't draw very well."

"I can," said Jenny. "I've drawn lots of dog pictures. Come inside. I'll show you."

Carl followed Jenny into the house. Jenny showed Carl all the pictures she had drawn. Then she took a pencil and a piece of paper. She drew a dog's head. Then she put in the dog's eyes.

Reading Power

Fill in the circle before the word that completes each sentence.

- Carl stopped. There were tears running down his 1.
- "What's the matter Carl?" asked Jenny.
- Carl sobbed, "I can't find Spot. He's 2."
- "Lost?" cried Jenny. "Where?"
- "Downtown," said Carl. "I looked 3 but I couldn't find him."
- a. cheeks b. hands
 c. back d. hair
 - a. here b. playful
 c. lost d. found
 - a. nowhere b. everywhere
 c. within d. carelessly

Complete each sentence with as many different words that you can think of. Write the words in the spaces below the story. One word has already been done for you.

"Poor Spot," said Jenny. "Lost!" She would 4 see her little friend again.

Suddenly Jenny had a wonderful idea. "Why not draw pictures of Spot? 5 people see them, they'll help look for him."

Carl shook his head 6. "It's a good idea, but I can't draw very well."

"I can," said Jenny. "I've drawn lots of dog pictures. Come inside. I'll show you."

4. never 5. When 6. sadly

Teacher footnote: Encourage the students to think of grammatically appropriate words that complete the blanks. Discuss how some are consistent with the meaning of the story and some change it. Whenever possible, discuss the variations of meaning implied by different words.

Comprehension Skills

Fill in the circle before the answer to each question.

- The main idea of this story is:
 a. New schools are never scary.
 b. Names are important.
 c. James is a bad name.
 d. Tiger is a good name.
- On his way to school, James first meets
 a. a woman.
 b. the grocer.
 c. the police officer.
 d. his teacher.
- Which happens last? James
 a. talks to the police officer.
 b. is called Sonny.
 c. is called Skipper.
 d. says "the name's Jim."
- Who says, "Hello, Skipper?"
 a. the grocer
 b. the police officer
 c. a tiger
 d. Elizabeth
- When someone calls him by the wrong name, James says,
 a. "Good morning, Sonny."
 b. "It's a good name."
 c. "The name's Jim."
 d. "The name's James."
- Where in the story does James change his mind about his name?
 a. the title
 b. the beginning
 c. the middle
 d. the end

Thinking Skills

What is another good title for this story?

What animal does the boy uncover first?

What else could the boy have done with the shovel?

Write about a gift you got for your last birthday.