

Table of Contents

Skills

Teacher welcome and teaching tips	4	Identifying analogies	37
Analyzing root words	6	Categorizing information	38
Analyzing root words	7	Categorizing information	39
Analyzing prefixes	8	Categorizing information	40
Analyzing prefixes	9	Categorizing information	41
Analyzing suffixes	10	Comparing and contrasting	42
Analyzing suffixes	11	Comparing and contrasting	43
Following directions	12	Developing questioning techniques	44
Following directions	13	Developing questioning techniques	45
Analyzing visual and context clues	14	Predicting outcome	46
Analyzing visual and context clues	15	Predicting outcome	47
Analyzing context clues	16	Predicting outcome	48
Inference—analyzing word clues	17	Making/confirming/inferences	49
Inference—analyzing word clues	18	Making/confirming/inferences	50
Analyzing vocabulary	19	Making/confirming/inferences	51
Analyzing vocabulary	20	Making/confirming inferences	52
Analyzing vocabulary	21	Making/confirming/revising inferences	53
Identifying signal words	22	Using T of C to preview and predict content	54
Recognizing signal words	23	Using heading captions to preview and predict content	55
Using a dictionary	24	Using text captions to preview and predict content	56
Using a dictionary	25	Identifying main idea	57
Using a dictionary	26	Identifying main idea	58
Using a dictionary	27	Identifying main idea	59
Identifying context clues	28	Identifying main idea	60
Identifying context clues	29	Identifying main idea	61
Identifying idioms	30	Identifying main idea	62
Identifying similies and metaphors	31	Identifying main idea	63
Recognizing the 5 W's	32	Identifying main idea	64
Recognizing the 5 W's	33	Identifying main idea	65
Classifying items	34	Outlining story events	66
Classifying items	35	Outlining story events	67
Identifying analogies	36		

Summarizing	68	Making inferences	104
Summarizing	69	Making inferences	105
Interpreting problem/solution	70	Identifying details	106
Interpreting problem/solution	71	Identifying details	107
Interpreting a grid	72	Identifying details	108
Interpreting a diagram	73	Identifying details	109
Interpreting a label	74	Understanding author's view/purpose	110
Distinguishing between fact/opinion	75	Understanding author's view/purpose	111
Distinguishing between fact/opinion	76	Understanding character's view	112
Distinguishing between fantasy/reality	77	Understanding character's view	113
Deleting trivial information	78	Identifying setting	114
Deleting trivial information	79	Identifying setting	115
Deleting trivial information	80	Identifying time frame	116
Deleting trivial information	81	Identifying story line	117
Identifying types of stories (story genre)	82	Identifying story plot/goal	118
Identifying types of stories (story genre)	83	Identifying main idea/plot	119
Identifying a topic sentence in text	84	Identifying tone/mood	120
Identifying a topic sentence in text	85	Identifying tone/mood	121
Identifying supporting text sentences	86	Summarizing main idea	122
Identifying supporting text sentences	87	Summarizing main idea	123
Identifying supporting details and facts	88	Reading and writing to persuade	124
Identifying supporting details and facts	89	Reading and writing to persuade	125
Recognizing similarities and differences	90	Story sequence	126
Recognizing similarities and differences	91	Story sequence	127
Comparing and contrasting	92	Factual recall	128
Comparing and contrasting	93	Factual recall	129
Comparing fact and opinion	94	Making a generalization	130
Comparing fact and opinion	95	Making a generalization	131
Determining cause/effect	96	Mapping story events	132
Determining cause/effect	97	Mapping story events	133
Analyzing characters	98	Mapping characters	134
Analyzing characters	99	Mapping characters	135
Analyzing chronology/perspective	100	Mapping timeline	136
Analyzing perspective	101	Teacher's Scope & Sequence chart	137
Making inferences—visual clues	102	Answer Key	139
Making inferences—word clues	103		



Teacher Pages just for you! **Welcome to Reading Comprehension** **Skills and Strategies**

About this Series

This unique series is specially created for you by Saddleback Educational Publishing, as an exciting supplement to reinforce and extend your classroom reading curriculum. *Reading Comprehension Skills and Strategies* can easily be integrated into basic reading curricula as additional reading lessons: as stand-alone strategy and skill instructional lessons; as across-the-curriculum lessons; or as activities for students with special projects, interests, or abilities.

This series is based on the most current research and thought concerning the teaching of reading comprehension. This series not only sharpens traditional reading comprehension skills (main idea, story plot, topic sentence, sequencing, etc.), but it also reinforces the critical reading comprehension strategies that encourage your students to use prior knowledge, experiences, careful thought, and evaluation to help them decide how to practically apply what they know to all reading situations.

Traditional comprehension skills recently have been woven into the larger context of strategy instruction. Today, literacy instruction emphasizes learning strategies—those approaches that coordinate the various reading and writing skills and prior knowledge to make sense to the learner. Our goal in this series is to provide you and your students with the most up-to-date reading comprehension support, while teaching basic skills that can be tested and evaluated.

Reading Comprehension Strategies

- vocabulary knowledge
- activating prior knowledge
- pre-reading—previewing and predicting
- previewing and predicting text
- mental imaging
- self-questioning
- summarizing
- semantic mapping

Saddleback Educational Publishing promotes the development of the whole child with particular emphasis on combining solid skill instruction with creativity and imagination. This series gives your students a variety of opportunities to apply reading comprehension strategies as they read, while reinforcing basic reading comprehension skills. In addition, we designed this series to help you make an easy transition between levels (grades 5, 6, and 7) in order to reinforce or enhance needed skill development for individual students.

Directions:

Read each list of words. Think about how they are alike. Then circle the correct meaning of their common root word.

1. transport, import, export, portable

The root "port" most likely means

a. carry b. ship c. across

2. diameter, metric, speedometer, centimeter

The root "meter" most likely means

a. distance b. machine c. measure

3. audience, audition, audible, auditory

The root "aud" most likely means

a. speed b. hear c. people

4. construction, instruct, destruct, structure

The root "struct" most likely means

a. build b. destroy c. stop

5. circus, circle, circular, circumstances

The root "circ" most likely means

a. fun b. around c. five

6. proceed, exceed, succeed, concede

The root "cede or ceed" most likely means

a. go, yield b. fail c. obvious

7. signature, signal, sign, significant

The root "sign" most likely means

a. name b. mark c. visible

8. minor, minute, miniature, minimum

The root "min" most likely means

a. most b. less c. small

9. thermos, thermometer, thermal, thermostat

The root "therm" most likely means

a. bacteria b. enclosed c. heat

10. solitary, solo, solely, solitude

The root "sol" most likely means

a. alone b. free c. near

11. unicorn, uniform, unit, united

The root "uni" most likely means

a. one b. kind c. form



Name: _____

Date: _____



How do you grow new words? One way is to start with a sprout of a root word, then add a prefix.

Directions: Add the prefix given to the root word. Then, in the sentences below, fill in the correct word from the ones you wrote.

Prefix

Root Word

New Word

dis-opposite of

appear

re-again

write

mis-wrongly

understood

multi-many

color

mid-middle

day

non-not

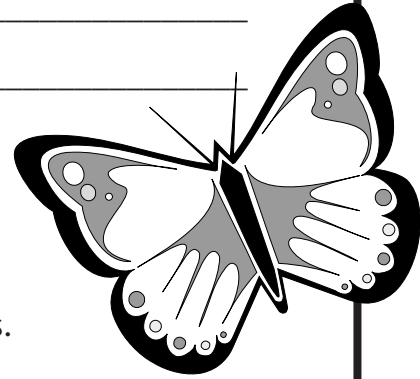
sense

un-not

necessary

inter-between

national



1. The beautiful butterfly had _____ wings.
2. Sometimes I wish this mess in my room would just _____.
3. On a warm day it is _____ to bring a heavy coat.
4. He was mad because he _____ what I said.
5. The teacher made me _____ my essay.
6. By _____ the sun was high and we were hungry.
7. Olympic athletes enjoy _____ fame.
8. Dad thought my excuse was pure _____.

Name: _____

Date: _____

Directions:

First, read the story. Then go back and underline any word you see that has a prefix. Finally, below, write the word you underlined that matches each meaning given.

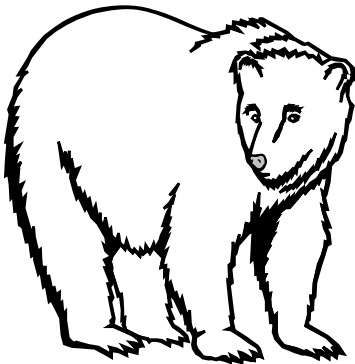
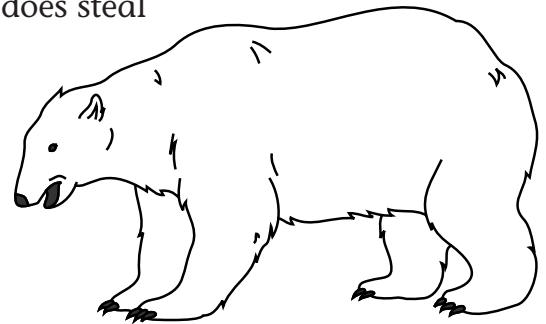
The Bear Facts

The word “bear” can conjure up a variety of images—from a sweet teddy to the untamed force of a grizzly. There are actually seven species of bear and many subspecies. Their size, appearance, habitat, and diet differ greatly. The polar bear and grizzly are the indisputable kings of the bears.

The largest of the bears is the polar bear. It roams the harsh arctic, undaunted by the cold. The key to its survival there lies in its coat. Over a dense underfur lie long hairs that get matted when wet and help keep the skin dry. Seals are its main prey, and ice floes provide a base of operations on its incessant quest for food.

The grizzly has immense physical strength and mobility. Once these bears roamed much of North America, but due to human intrusion, they have retreated to mainly northern remote areas. Though easily capable of knocking down a bison, this bear prefers to indulge in berries and roots. And yes, this brown bear does steal honey from bees’ nests.

Despite their differences, these two kinds of bears are so closely related that the two can interbreed and produce fertile hybrid offspring.



1. fur that lies below: _____
2. not able to argue with: _____
3. never ceasing: _____
4. withdrew; moved back: _____
5. invasion: _____
6. variety listed under a species: _____
7. not hampered or discouraged: _____
8. mate between species: _____
9. wild: _____

Name: _____**Date:** _____

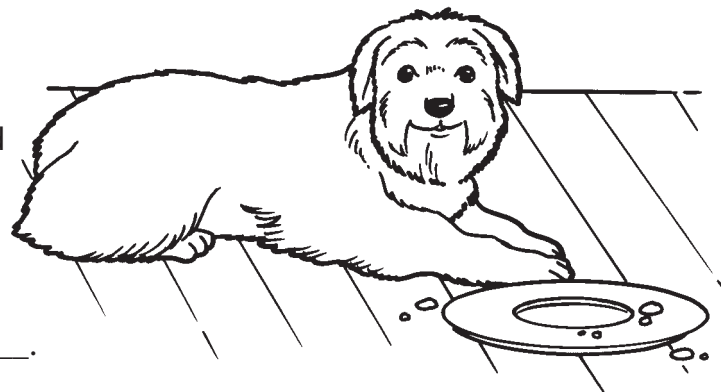


Got a root word? Then you can grow new words from it by adding suffixes.

Directions: The missing word in each passage below is an adverb ending in -ly. Find the one that makes the most sense, and fill it in.

confidently	nervously	jubilantly	wearily
suspiciously	contentedly	dejectedly	

1. The math teacher challenged the class with a particularly tricky problem. "Any volunteers?" he asked with a wry smile. One hand went up. "I'll try it," Linda said
_____.
2. The Bobcats were favored to win the championship. They were playing well but in the last few seconds, missed a goal and lost. The players hung their heads and left the field
_____.
3. Mom volunteered to make Kyle's Halloween costume. It took longer than she anticipated. At 11:30 P.M., she was still working, sewing on the last bit of trim. "Just a few more stitches and I'll finally be done," she said _____.
4. In his whole life Brian had never won anything. When he heard about the science fair, he was determined to make the best project. For weeks he worked on it until it was perfect. When the judges made their decision, Brian _____ accepted the first place ribbon.
5. The doctor told Tim that he had an infection but that an antibiotic should clear it right up. "Do I have to have a shot?" he asked
_____.
6. Sam left his sandwich on the porch steps and went inside to get a glass of milk. When he came back out, the sandwich was gone. Sam looked over at his dog, Renny,
_____.



Name: _____

Date: _____

Directions:

The missing word in each sentence below ends with -tion. Find the one that makes sense from the choices in the Word Box. Be careful! There are extras!

Word Box

lotion
mention
promotion
nation
description
commotion
accumulation
situation
translation
invention
punctuation
station
prevention
formation
determination
population



1. It snowed all night, so there was an _____
of several inches by morning.
2. I cannot read Spanish. I'll need a _____.
3. Oscar did a good job, so he got a raise
and a _____.
4. The geese flew overhead in a V-shaped _____.
5. The party for Josh is a secret, so don't
_____ it.
6. Vaccinations are given for the _____
of disease.
7. At midnight, the train pulled into the _____.
8. The police were looking for a car with
that _____.
9. Due to loss of habitat, the manatee
_____ is decreasing.
10. Every sentence should end with the
correct _____.

Name: _____**Date:** _____



Here's a trick that makes following directions as easy as 1, 2, 3. Read the whole activity start to finish. Then before you begin, reread the directions.

Directions: *Origami is the art of paper folding. It can be complicated or simple. Below are the steps for making a simple folded animal face, but they are out of order! First, using the illustrations as clues, write the steps in the correct order. Then follow the directions to make your own fold-a-face.*

Fold-a-Face

- Fold (A) down so that the point extends below the base of the triangle.
- Begin with a sheet of rectangular paper. Make it square by folding it diagonally, then cutting off the excess strip.
- Color and use cut paper or other materials to create the face of a cat, leopard, or tiger, dog or even a bat.
- Once you have cut off the strip, you will have a large triangle shape. Hold the triangle with the widest angle (A) up.
- Fold up corners (B) and (C) along the edges of flap (A) to form ears.

1.		<hr/> <hr/> <hr/> <hr/>
2.		<hr/> <hr/> <hr/> <hr/>
3.		<hr/> <hr/> <hr/> <hr/>
4.		<hr/> <hr/> <hr/> <hr/>
5.		<hr/> <hr/> <hr/> <hr/>

Name: _____

Date: _____

Directions:

Test your skill with alphabetical order by placing these words in the correct order.

Part 1: Match each word to its meaning.

enormous

inedible

accessible

spatter

diminish

glisten

literate

pensive

a. not fit to eat

b. easy to reach or get to

c. able to read and write

d. sparkle; glitter; shine

e. thoughtful in a serious manner

f. to make or become smaller

g. very large; huge

h. scatter or fall in drops

Part 2: Complete the puzzle by filling in the words above in alphabetical order.



_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Part 3: Write the word formed by the letters under the ★. Make sure it matches the meaning given, then write the word in the blank of the sentence.

_____ : likely to occur soon; about to happen

The clouds darkened and rain was _____.

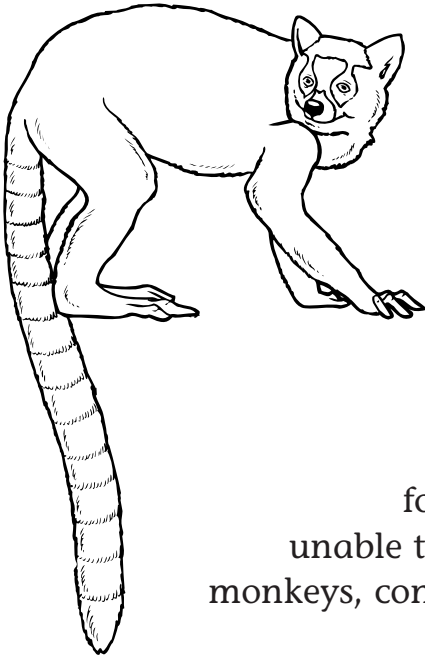
Name: _____

Date: _____



How can closing your eyes help you read better? By letting you form a picture in your mind. Then you can go back and see if the words match your ideas.

Directions: Read the story, then fill in the bubble of the correct answer.



In the course of evolution, what happens when an area is cut off from the rest of the world?

Madagascar is an island 250 miles off the coast of Africa. It is estimated that it has been cut off from the mainland for perhaps 80 million years. The island today is a refuge for many forms of life that have become rare or extinct in other parts of the world. For example, up to 80 percent of Madagascar's plant species are unique to the island. In addition, about 46 kinds of birds are found nowhere else. Lemurs, which elsewhere were unable to compete with their larger primate cousins, the monkeys, continue to thrive in the isolation of Madagascar.



1. Which word refers to *a change over time*?

- ☐ estimation ☐ evolution ☐ isolation

2. Madagascar is an island off the _____ coast of Africa.

- ☐ east ☐ west ☐ south

3. Lemurs are _____.

- ☐ mammals ☐ birds ☐ plants

4. Which best describes the meaning of *unique*?

- ☐ special ☐ alone ☐ one of a kind

5. Which word means *a safe place*?

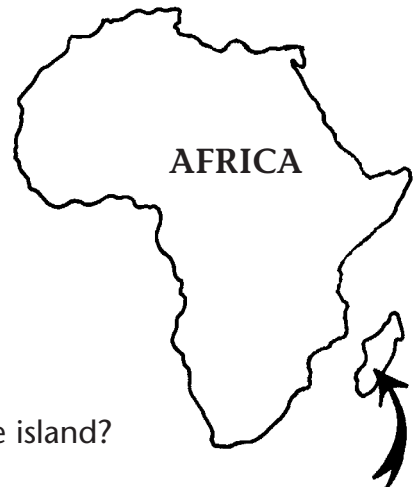
- ☐ rare ☐ thrive ☐ refuge

6. What percentage of Madagascar's plants are not unique to the island?

- ☐ 80% ☐ 20% ☐ 46%

7. Madagascar is isolated because _____.

- ☐ it is an island ☐ it is part of Africa ☐ no one goes there



Name: _____

Date: _____

Directions:

The clues in each person's statement will help you figure out his or her career. First match each name to the correct career below. Then complete the statement with the job title.



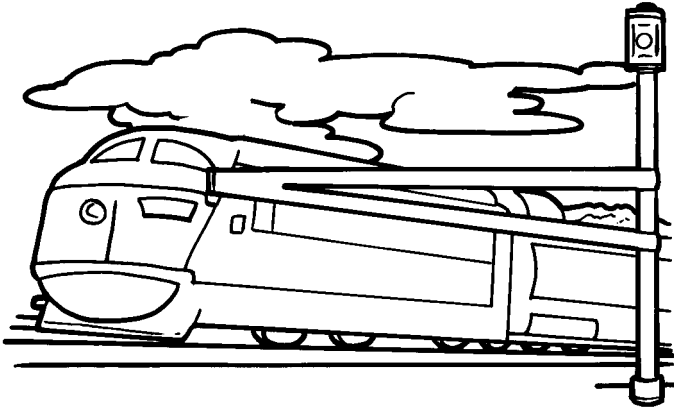
- Dr. Windom** "Just look at this skull. It must be centuries old, yet is the finest specimen I have ever seen." _____
- Mrs. Tandy** "Yes, I believe if I take in the shoulders and hem the slacks, this suit will fit just fine." _____
- Capt. Jones** "Ladies and gentlemen, look over the left wing to see the beautiful Rocky Mountains." _____
- Ms. Lopez** "I have examined the results of the experiment and found them to be valid. " _____
- Mr. Snyder** "All right, boys. Practice went well today. We're ready to meet the Tigers in tomorrow's game." _____
- Dr. Huang** "Have you been brushing and flossing regularly? You have a little build up of plaque." _____
- Mrs. Tyler** "Your honor, my client has an alibi for his whereabouts on the night in question." _____
- Capt. Allen** "I will need every skill you have as officers to patrol the city during the ambassador's visit." _____

- | | |
|-------------------------|-----------------------------|
| _____ 1. pilot | _____ 5. scientist |
| _____ 2. sports coach | _____ 6. dentist |
| _____ 3. anthropologist | _____ 7. tailor; seamstress |
| _____ 4. lawyer | _____ 8. police captain |

Name: _____**Date:** _____

Directions:

Read the story. Then write **TRUE**, **FALSE**, or **DOESN'T SAY** under each statement.



Running Late

We were already running late for Sunday services. If we hit all the lights right, we could still make it on time. We made it through the intersection of Clover and Reston without a hitch, then through the light at Greenwood, too. It was looking good. But then we heard the whistle and up ahead saw the big white arms come down across the road.

Dad sighed, "I hope it's not a long one." Sitting only five cars back, we watched as the engine passed, then 72 freight cars. Finally, the caboose rolled by.

11:10. Quietly we opened the door so as not to disturb the people in the pews. But, to our surprise, the service had not yet started. Five more minutes passed. Then the minister walked to the podium, cleared his throat and said, "We are beginning a bit late this morning. Seems there was quite a long train that held up some folks, and if they can wait, so can we."

1. The family was going to church.

2. They were delayed by a traffic light not working properly.

3. There were four people in the car.

4. Clover and Reston are streets.

5. The railroad tracks crossed Clover.

6. The train was carrying cargo, not passengers.

7. The writer counted the freight cars as they went by.

8. The word "hitch" in the first paragraph refers to the couplings used to connect railroad cars.

9. The word "we" in the final sentence refers to the minister and the people waiting in the church.

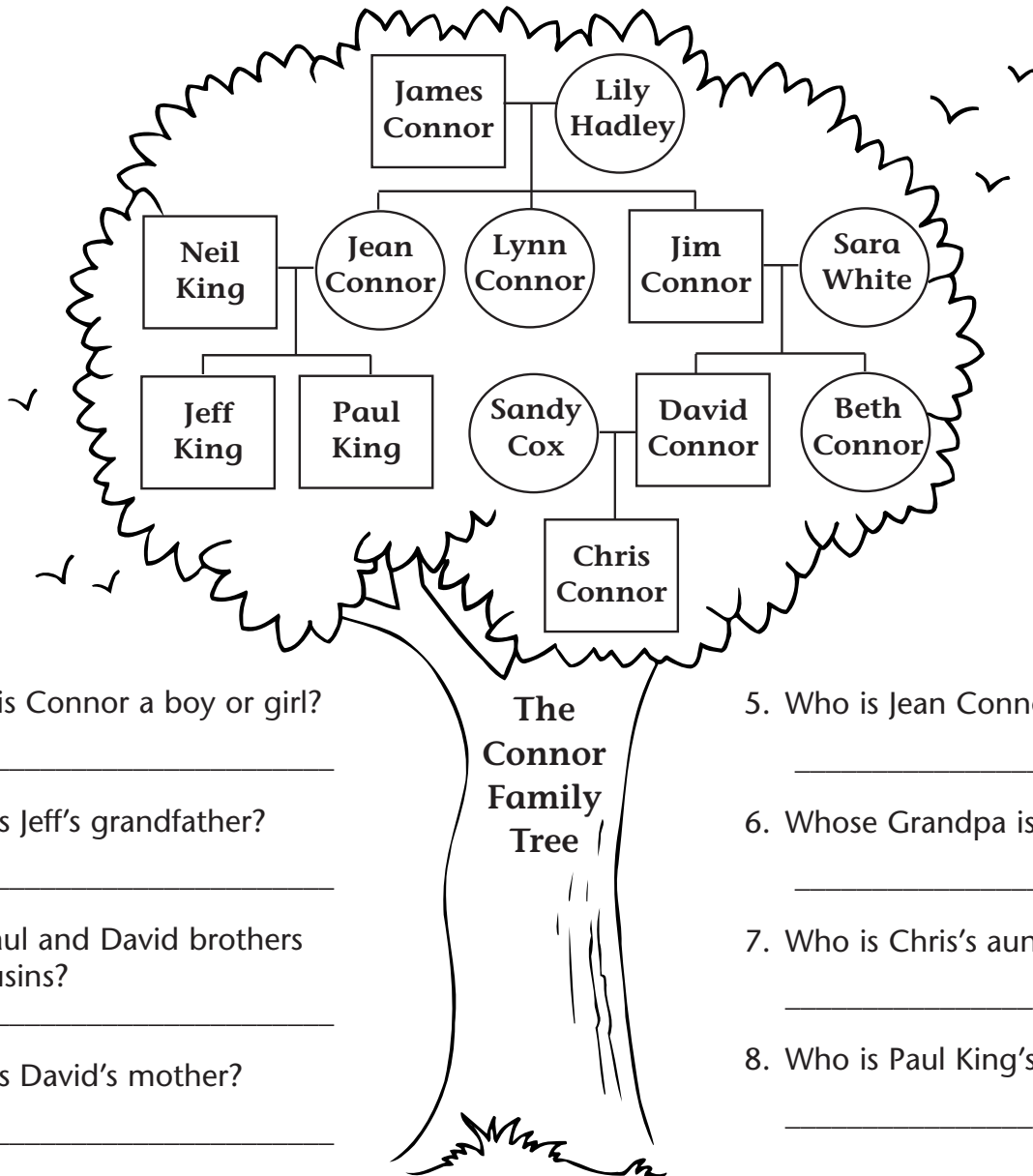
Name: _____

Date: _____

Hey, sometimes ideas are not directly stated. It's up to you to use clues supplied to figure out, or infer, information.



Directions: Chris mapped out the Connor family tree. Use it to answer the questions below.



The Connor Family Tree

- Is Chris Connor a boy or girl?

- Who is Jeff's grandfather?

- Are Paul and David brothers or cousins?

- Who is David's mother?

- Who is Jean Connor's sister?

- Whose Grandpa is Jim Connor?

- Who is Chris's aunt?

- Who is Paul King's uncle?

- How many children did James and Lily have? _____
- Do Beth Connor and Paul King have the same grandparents? _____
- Who is older—David Connor or Neil King? _____
- Which couple had two boys? _____

Name: _____

Date: _____

Directions: Think about the bold word in each sentence. Then choose the closest meaning.

1. He held the wheel steady and applied the brakes until the **rig** came to a stop.

☐ bike

☐ horse

☐ truck

2. When asked to take her seat, the **impudent** child refused.

☐ young

☐ disrespectful

☐ good-natured

3. Tempers flared and an argument **ensued**.

☐ followed

☐ stopped

☐ south

4. The Chem-Free store caters to people who want **organic** foods.

☐ all-natural

☐ musical

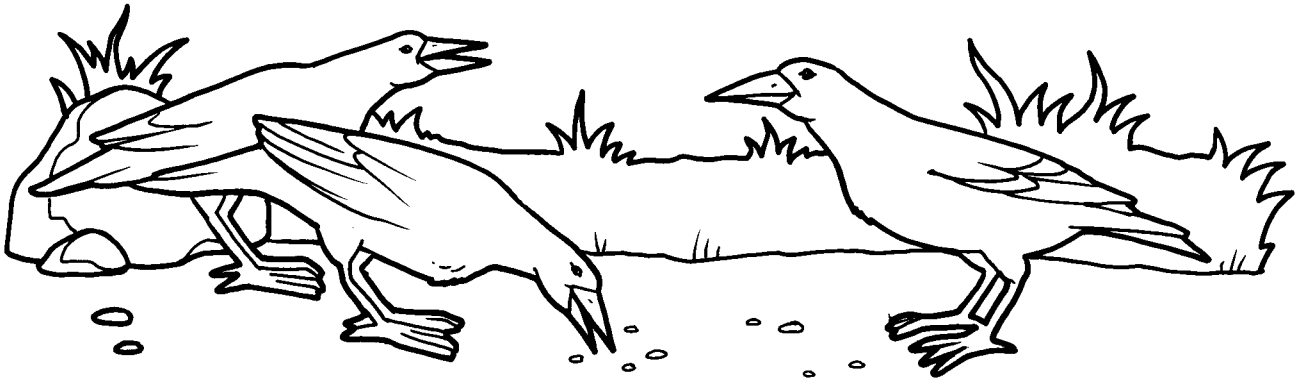
☐ of the body

5. Crows are content to live in the city as well as in **agricultural** regions.

☐ park

☐ farm; rural

☐ unpopulated



6. The king **accumulated** riches while ignoring the needs of the poor.

☐ counted

☐ gave away

☐ collected

7. The couple married under a **canopy** of silk and flowers.

☐ overhead covering

☐ a carpet

☐ painting

8. Before deciding to move, the family had a **frank** discussion about it.

☐ quiet; solemn

☐ a person

☐ honest; open

9. The red blotches **manifested** on his skin indicated an allergic reaction.

☐ visible

☐ celebrated

☐ directly

10. We enjoyed hearing the **saga** of Humphrey the Humpback Whale.

☐ tale; story

☐ sadness

☐ sounds

Name: _____

Date: _____