

## Focus

## Reading Skills

- analyzing characters
- recognizing details
- deriving word meanings
- making inferences
- drawing conclusions
- understanding reasons
- comparing and contrasting
- recognizing an author's technique

## Test-taking Skills

- skimming a passage
- referring to a passage to answer questions
- using key words to find the answer
- working methodically
- reasoning from facts and evidence

## Sample A

Say Turn to Lesson 2a on page 5. In this lesson you will answer questions about passages that you read. Begin by reading the directions at the top of the page to yourself while I read them out loud.

Read the directions to the students.

Say Now we'll do Sample A. Skim the passage to yourself. (pause) Now, read the question next to the passage. To find the correct answer, look back at the passage. What is the correct answer? (answer C) You can tell from the first sentence that Renee was concentrating. Fill in answer circle C for Sample A in the answer rows at the bottom of the page. Make sure the circle is completely filled in. Press your pencil firmly so that your mark comes out dark.

Check to see that the students have marked the correct answer circle.

Directions: Read the passage and the answer choices. Choose the answer you think is better than the others.

SATB

**A** As Renee approached the end of the board, she thought of nothing but her dive. Her last step on the board threw her high into the air. Up she went until she felt gravity begin to pull her back to earth. She completed her dive and ripped into the water like a knife.

Which of these describes Renee's state of mind as she began her dive?

- A Distracted
- B Frightened
- \* C Concentrating
- D Agitated



- Don't waste too much time reading the passage. Just skim it to get an idea of what it is about.
- Look for key words in the question and answer choices. Refer back to the passage to find the answer.

When young people listen to music today, they probably don't realize they are enjoying the legacy of "Leadbelly." Born in 1888 in Louisiana, Huddie Ledbetter was a blues guitarist who inspired generations of musicians. He is generally considered to be one of our national treasures.

As a child, Leadbelly learned to play several instruments. His favorite instrument was the twelve-string guitar, which eventually made him famous. Leadbelly's playing had a unique sound that many musicians tried to imitate.

For much of Huddie Ledbetter's adult life, he wandered from place to place, playing anywhere he could. In 1934, he was discovered by John and Alan Lomax, who helped Leadbelly find a larger audience for his music. He was soon playing in colleges, clubs, and music halls around the country. Leadbelly was featured on radio and television shows, gave concerts in New York's Town Hall, and performed in Europe.

Leadbelly died in 1949, but his music lives on. Musicians in every style credit him with laying the foundation for today's popular music.

1 What was the turning point in Leadbelly's life?

- A Learning to play music as a young boy
- B Being imitated by other musicians
- \* C Being discovered by the Lomax brothers
- D Appearing on television and radio shows

2 How did Leadbelly probably get his nickname?

- \* J Leadbelly sounds like Ledbetter.
- K His guitar had lead strings.
- L He led an interesting life.
- M He was probably overweight.

3 In the second paragraph, what does the word "unique" mean?

- A Similar to everyone else's
- B Meant for people from the South
- C Meant for large concert halls
- \* D Different from everyone else's

Answer rows A    1    2    3

GO

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## \*TIPS

Say Now let's look at the tips. Who will read them?

Have a volunteer read the tips aloud.

Say The best way to answer reading comprehension questions is to skim the passage quickly and then read the questions. Refer back to the passage to answer the questions, but don't reread the story for each question. Key words in the question will tell you where in the passage to look for the correct answer. If you can find the same key words in the passage, you can usually find the correct answer nearby.

## Practice

**Say** Now we are ready for Practice. You will read more passages and answer questions about them in the same way that we did the sample. Work as quickly as you can. Skim the passage and then read the questions. Use the meaning of the passage to find the answers. Use key words in the question to find the part of the passage that contains the answer. Fill in your answers in the circles at the bottom of the page. When you see a GO sign, turn the page and continue working. Work until you come to the STOP sign at the bottom of page 7. Remember to make sure that your answer circles are filled in with dark marks. Completely erase any marks for answers that you change. Do you have any questions? Start working now.

**Allow** time for the students to read the stories and answer the questions.

It was Maria's worst nightmare. Her mother was going to work in South America for July and August, and she was going to stay with her aunt and uncle in Utah. She loved Aunt Regina, Uncle Louis, and her cousins, Lillian and Zack, but so far as Maria was concerned, Utah was at the end of the earth. She was born and raised in Chicago, and she loved the excitement of the city, especially in the summer. Maria had convinced herself that this would be the worst summer of her life.

The flight from Chicago to Salt Lake City Maria's first, was uneventful. She spent most of it reading and sleeping and even discovered that airplane food was not so bad as she had expected. Every once in a while she looked out the window, however, and her fears were confirmed. The further the plane got from Chicago, the fewer signs of civilization she saw. The landscape below was mostly hills, plains, deserts, and mountains. The only cities she saw were tiny, and their number got smaller as the plane got closer to Salt Lake City.

While the plane was circling before landing in Salt Lake City, Maria saw that the city was large, although much smaller than Chicago. A huge lake was nearby, just like Chicago, and incredible mountains were toward the east. "It's pretty neat," she thought to herself, "but it isn't the Windy City."

Uncle Louis and Aunt Regina met Maria as she came out of the jetway. As they walked to the baggage area, Aunt Regina explained that Lillian and Zack were back at the hotel waiting for them. They were all going to spend the night in the city rather than make the long drive back to St. George in the southern part of the state.

By the time they had picked up the luggage and driven to the hotel, it was late in the afternoon. They decided to go out to dinner, and then the kids would go to a concert at the Delta Center. Maria was surprised because the group that was playing was scheduled to perform in Chicago in a few weeks.

The next morning, as they headed south toward St. George, Maria, Lillian, and Zack slept in the backseat of the car. Whenever they woke up, they talked about the great time they had enjoyed the night before. After dinner, they had gone to a mall for an hour before the concert. After the concert, they went to a party with some other kids Lillian and Zack knew. They had been able to get around easily by bus and arrived back at the hotel just before midnight, as they had promised. Maria hated to admit it, but the night was just as much fun as she would have had in Chicago.

The ride to St. George was through beautiful country. Maria was amazed at how far she could see. In Chicago, the tall buildings prevented any great views, although you could always go to the lake and see five miles. Here, however, vistas were in every direction, with mountains and mesas breaking up the desert landscape. Even the colors were unusual, with lots of reds, browns, and tans, but not many greens.

When they were almost to St. George, Zack started giggling and said, "Can we tell her now, Mom? I'm ready to explode."

"Okay," said Aunt Regina. "Maria, we're not going home quite yet. There's a huge lake nearby, Lake Powell, and we've rented a houseboat for a few days. It's a lot of fun, and we're sure you're going to like it." Maria didn't quite know what to say. It sounded wonderful, and she had already had such a good time. Maybe this summer wouldn't be so bad after all. In fact, maybe this would be one of the best summers ever.

Say **It's time to stop.** You have finished Lesson 2a.

Review the answers with the students. Ask them if they remembered to look back at the passage to find the answers to the questions. If any questions caused particular difficulty, work through the story, questions, and answer choices. Ask the students which key words helped them find the answers and discuss any strategies they used.

Have the students indicate completion of the lesson by entering their score for this activity on the progress chart at the beginning of the book.

**Unit 2** Lesson 2a Reading Comprehension

- 4** In the second paragraph, what does the word "uneventful" mean?
- \* J Without any unusual happenings
  - K Without a meal
  - L Without enjoyment
  - M Without anyone knowing her
- 5** The story implies that
- A Maria had often been to Utah before.
  - B Maria's mother would meet her in Utah.
  - C the weather is hot in Chicago in the summer.
  - \* D this was Maria's first airplane flight.
- 6** Why did Zack say "I'm ready to explode"?
- J He had eaten too much.
  - K It was hot in the back of the car.
  - \* L He was having a hard time keeping a secret.
  - M He was angry because of the long car ride.
- 7** Which of these changes occurs in the story?
- A Maria comes to dislike Chicago.
  - \* B Maria's attitude toward Utah improves.
  - C Maria decides she wants to live in Utah.
  - D Maria's cousins learn to appreciate her.
- 8** It is clear from the story that
- J Maria was bored on her first night in Salt Lake City.
  - \* K Maria's aunt and uncle have done a lot to make her feel happy.
  - L Maria's cousins are jealous because of all the attention she is receiving.
  - M Maria didn't mind leaving Chicago for the summer.
- 9** In what way are Chicago and Salt Lake City alike?
- A Both cities are about the same size.
  - B Maria has cousins in both cities.
  - \* C Both cities are near a large lake.
  - D Mountains are near both cities.
- 10** The three children in this story
- J had never met before.
  - K were not very responsible.
  - L stayed out too late on the first night.
  - \* M are about the same age.
- 11** How does the author set the tone in the first paragraph?
- A By making Maria seem like an unhappy person
  - B By making the job Maria's mother has sound exciting
  - \* C By making the reader think Maria will be unhappy in Utah
  - D By making the reader think Chicago is a great place to be in the summer

Answer keys: 4 ●○○○○ 5 ○○○●● 6 ○○○●● 7 ●○○○○ 8 ●○○○○ 9 ●○○○○ 10 ○○○●● 11 ●○○○○

**STOP**

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## Unit 2 Lesson 2b Reading Comprehension

### Focus

#### Reading Skills

- drawing conclusions
- identifying feelings
- deriving word meanings
- understanding reasons
- recognizing an author's technique
- recognizing an author's purpose
- making inferences

#### Test-taking Skills

- reasoning from facts and evidence
- working methodically

### Sample A

Say Turn to Lesson 2b on page 8. In this lesson you will answer questions about passages that you read. Begin by reading the directions at the top of the page to yourself while I read them out loud.

Read the directions to the students.

Say Now we'll do Sample A. Skim the passage to yourself. (pause) Now, read the question next to the passage. To find the correct answer, look back at the passage. What is the correct answer? (answer D) You can conclude from the story that it must be a sunny day. Fill in answer circle D for Sample A in the answer rows at the bottom of the page. Make sure the circle is completely filled in. Press your pencil firmly so that your mark comes out dark.

Check to see that the students have marked the correct answer circle.

### TIPS

Say Now let's look at the tip. Who will read it?

Have a volunteer read the tip aloud.

## Unit 2 Reading Comprehension

### Lesson 2b Reading Comprehension

Directions: Read the passage and the answer choices. Choose the answer you think is better than the others.

**Sample A**  
A Brenda put lots of sunscreen on. She wore a long-sleeve shirt even though she was warm. Her hat had a big brim that would shade her face. She would be outside all day, and she really didn't want to get sunburned.

Which of these can you conclude from this story?

- A Brenda is going to a picnic.
- B Brenda is playing baseball.
- C The weather will get cooler.
- D It is a sunny day.



Some questions can be answered with information from the story. For other questions, you have to "read between the lines."

We are beginning to learn that wolves play an important part in the balance of nature and that humans and wolves can live together.

Wolves are near the top of the food chain. They prey on plant-eating animals. When wolves are removed from the environment, the food chain is usually disrupted and plant-eating animals can increase so greatly as to damage the trees they overgraze.

At one time, wolves ranged over much of the United States and northern Mexico, as well as most of Canada. As people moved into wilderness areas, wolves were pushed into smaller, more remote areas. They were also hunted for sport and for their pelts and to prevent them from destroying livestock.

In 1995, wolves were reintroduced to the area in and around Yellowstone National Park. Some ranchers disagreed with the return of the wolf, but there was a great deal of public and scientific support for the idea.

Curiously, while wolves were being destroyed in the wild, they were increasing in popularity as pets. A wolf puppy is a cute ball of fur. When it grows into an adult, however, it is a 150-pound wild animal. What's worse, these wolves can't be returned to the wild because they have never learned to hunt for themselves.

1 Which of these animals is also near the top of the food chain?

- A Squirrel
- B Lion
- C Rabbit
- D Deer

2 What is the meaning of the word "disrupted" in the second paragraph?

- J Improved
- K Made longer
- L Broken apart
- M Shortened

3 People who buy wolves for pets

- A have not given much thought to what happens when their pets grow up.
- B are really doing the right thing and should stick it out.
- C should just let them go free when they get tired of them.
- D have thought about what they are doing and decided it is the right thing.



Answer rows: A ● 1 ● 2 ● 3

Say Sometimes you can answer a question from information that is in the story, but other times you have to "read between the lines." This means you use the information in the story and your experience to find the answer.

Explain the tip further, if necessary. Have the students identify the information in the story that leads to the conclusion that it must be a sunny day.

## Practice

**Say** Now we are ready for Practice. You will read more passages and answer questions about them in the same way that we did the sample. Work as quickly as you can. Skim the passage and then read the questions. Use the meaning of the passage to find the answers. Use key words in the question to find the part of the passage that contains the answer. Fill in your answers in the circles at the bottom of the page. When you see a GO sign, turn the page and continue working. Work until you come to the STOP sign at the bottom of page 10. Remember to make sure that your answer circles are filled in with dark marks. Completely erase any marks for answers that you change. Do you have any questions? Start working now.

Allow time for the students to read the stories and answer the questions.

### Unit 2 Lesson 2b Reading Comprehension

No one believes me, and I can understand why. Here's what happened, and I swear it's the truth.

Aunt Tiki, my sister Lydia, and I were fishing in the Delaware River just north of Easton. On this particular Sunday in May, I had wandered about half a mile up the river to a spot I loved. The river was wide here, and a bend just below me made it impossible for Lydia and Aunt Tiki to see me. This is an important detail, as you will see later.

I tied a lure on my line and cast out about twenty yards. I retrieved the lure slowly, and after a few feet, I hooked a fish. It was a bass, and I returned it to the water after I brought it in. I release almost all of my fish and use barbless hooks so they are not injured.

In the next half hour, I caught three more bass and was having a wonderful time. It's not often that I catch this many fish in such a short period of time, and I was beginning to believe I was becoming a bass master. My confidence rose, and I decided to walk out into the river a little further.

My next cast was one of the longest I had ever made, and it took my lure into the deepest part of the river, where the current was the strongest. I let it sink for a few seconds, then started bringing it back. When I turned the handle of my reel, however, the lure wouldn't budge. It felt as if I had hooked the bottom.

I was trying to decide if I should walk closer to the lure and see if I could unhook it when something unusual happened. My lure moved upward. I had hooked a fish, and it felt huge!

The fish swam upstream so fast I thought I was going to run out of line. I decided to chase after it and began running. After a few steps, I caught my foot on a rock and went tumbling into the river. I held onto the rod, however, and even though I was soaking wet, I got up and continued the chase.

After about a hundred yards, the fish reached a deep pool and stopped swimming upstream. This gave me a chance to continue the battle, which lasted for about fifteen minutes. Eventually I brought the fish in. I didn't know what kind of fish it was, but it was almost three feet long!

Just then I heard some clapping and turned around. A bunch of people on the bank were shouting, waving, and whistling at me. They must have seen the whole thing. Being a bass, I took a bow, then picked up the fish to show it to them. They clapped even louder, and I felt like a really big deal.

I looked at the fish and saw how beautiful it was. At first, I thought about how good it would look hanging on my wall. The more I thought about it though, the worse I felt. There was only one thing to do. I put the fish in the water, carefully removed the hook, and moved the fish back and forth to make sure water was passing through its gills. After a moment, it swam away slowly, and as if to say it was all right, jumped into the air and landed with a splash. I headed back to shore.

An older gentleman came up to me and asked to shake my hand. He said the fish was a salmon, which was very rare in the Delaware, and the one I had returned was a female loaded with eggs. If she could find a mate, there was a chance she would lay her eggs and young salmon would someday return to the river.

I ran back to Lydia and Aunt Tiki and told them the story. They didn't believe me. When I got back to school, I told all my friends, but none of them believed me. Someday when we go back to the river, that kindly older gentleman will show up, and Lydia and Aunt Tiki will believe me.

GO

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Say **It's time to stop.** You have finished Lesson 2b.

Review the answers with the students. Ask them if they remembered to look back at the passage to find the answers to the questions. If any questions caused particular difficulty, work through the story, questions, and answer choices.

Have the students indicate completion of the lesson by entering their score for this activity on the progress chart at the beginning of the book.

Unit 2 Lesson 2b Reading Comprehension

- 6** When the author returned to Aunt Tiki and Lydia, he was probably  
J sad.  
K unpleasant.  
\* L not.  
M surprised.
- 7** In the fifth paragraph, what is a "hans master"?  
A Someone who enjoys eating hams  
B Someone who returns hams to the river  
\* C Someone who is good at catching hams  
D Someone who fishes for hams alone
- 8** What is the author's purpose in writing this passage?  
J To explain how to catch large fish in unexpected places  
K To show that Aunt Tiki and Lydia were wrong  
L To help the reader understand the author's love of fishing  
\* M To please the reader by sharing an unusual story
- 9** Why did the older gentleman want to shake the author's hand?  
\* A The author did the right thing by returning the fish to the river.  
B The author caught a large and unusual fish.  
C No one would believe the author later when he told the story.  
D The author put on a good show.
- 10** What does it mean to be a "ham"?  
J To clap for people  
K To catch large fish in unexpected places  
L To enjoy a picnic more than fishing  
\* M To put on a show in front of a crowd
- 11** What made the author sad?  
A Knowing no one would believe him  
\* B Thinking of killing the fish  
C Tumbling into the river  
D Knowing Aunt Tiki and Lydia hadn't seen his fish
- 12** Why does the author start out by insisting the story is true?  
J The story is about fish.  
K He doesn't know the reader.  
L It is a fiction story.  
\* M Nobody else believes him.
- 13** Why is it important to know that a bend in the river prevented Aunt Tiki and Lydia from seeing the author?  
\* A Had they seen him, they would have believed him.  
B The best fishing was around the bend in the river.  
C The bend in the river brought the author closer to the deep part.  
D The current was stronger above the bend in the river.

STOP

10 Answer keys: 6 ●○○○ 7 ●○○○ 8 ○○○● 9 ●○○○ 10 ●○○○ 11 ●○○○ 12 ○○○● 13 ●○○○