Unit 2
Lesson 2a
Reading
Comprehension

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.

Answers:

1. What was the turning point in Leadbelly’s life?
   A. Learning to play music as a young boy
   B. Being discovered by other musicians
   C. Being discovered by the Lomax brothers
   D. Appearing on television and radio shows
   (answer A)

2. How did Leadbelly probably get his nickname?
   A. Leadbelly sounds like Leadbetter.
   B. His guitar had lead strings.
   C. He had an interesting life.
   D. He was probably overweight.
   (answer B)

3. 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 C)

TIPS

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.

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.
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 With 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
* 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 asking 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 | 7 |
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.

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

SAMPLE A
Brenda got lots of sunshine on. She went a big-drawn shirt even though she was warm. But that had a big beam that would shade her fact. 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.

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

We are beginning to have that wolves play an important role in the balance of nature and the habitats and wolves can live together. Wolves are near the top of the food chain. They prey on large animals, including other wolves. When wolves are removed from the environment, the food chain is usually disrupted and plant-eating animals can increase as greatly as other species that they support.

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

In 1961, 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 popular 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. Bear

2. What is the meaning of the word “disrupted” in the second paragraph?
   A. Improved
   B. Made longer
   C. Broken apart
   D. Shrouded

3. People who keep wolves as 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.

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.

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

Aunt Tik, my sister Lydia, and I were fishing in the Delaware River just north of Easton. On this particular Saturday in May, I had witnessed 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 Lydie and Aunt Tik 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 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 onto the cover 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 rod, however, the lure wouldn’t budge. It felt as if I had hooked the bottom.

I was trying to decide if I should pull closer to the lure and see if I could unhook it when something strange happened. My line moved slightly. 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 were tumbling into the river.

I held onto the rod, however, and even though I was sinking fast, 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, clapping, 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 more 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 for a fish to make sure water was passing through it. After a moment, it swam away slowly, and as it did, 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 male, there was a chance she would lay her eggs and young salmon would someday return to the river.

I ran back to Lydie and Aunt Tik and told them the story. They didn’t believe me. When I got back to school, I told all my friends, but most of them believed me. Saturday when we go back to the river, that kindly older gentleman will show up, and Lydie and Aunt Tik will believe me.
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.