

READING COMPREHENSION

PASSAGES AND QUESTIONS

Name: _____ Date: _____

Read the text and answer the questions.

1

The Delivery Man By Mark Twain

I sat down again, a-fading all over, for the house was all as still as death now, and so the widow wouldn't know. Well, after a long time I heard the clock, steady off in the tower—boom—boom—boom—twelve o'clock and all still again—still than ever. Pretty soon I heard a **bell ring and down in the dark** among the trees—**something was a-singing**. I set off and listened. Deeper I could just barely hear a "me-yow me-yow" down there. That was good! Saw I. "me-yow me-yow" as soft as I could, and then I put out the light and scambled out of the window on to the shed. Then I stepped down to the ground and crawled in among the trees, and sure enough, there was Tom Sawyer waiting for me.

1. The author uses the simile "as still as death" to illustrate—

- A. a new feeling
- B. the dark night
- ☒ C. the total silence
- D. a feeling of joy

2. What feeling does the author's sensory language create?

- ☒ A. magical

Name: _____ Date: _____

Read the text and answer the questions.

2

The Emperor's New Suit By Hans Christian Andersen

One day two swindlers came to this city. They made people believe that they were weavers and declared they could manufacture the finest cloth to be imagined. **Their colors and patterns, they said, were not only extraordinarily beautiful, but the clothes made of their material possessed the wonderful quality of being invisible to any man who was unfit for his office or very stupid.** "That must be wonderful cloth," thought the emperor. "If I were to be dressed in a suit made of this cloth, I should be able to find out which men in my empire were unfit for their places, and I could dismiss them from the service."

3. What was the emperor's main goal?

- A. The emperor wanted to find out which men in his empire were unfit for their places.
- B. The emperor wanted to find out which men in his empire were very stupid.
- ☒ C. The emperor wanted to find out which men in his empire were unfit for their places.
- D. The emperor wanted to find out which men in his empire were very stupid.

4. The reader can infer that the emperor was—

- A. very good



4 WEEK REVIEW

TEKS ALIGNED ELEMENTARY 20 DAYS

Reading Comprehension Review Login

Virginia A. Arnold



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Connect Teachers Edition 3 Jack C. Richards, Carlos Barbisan, Chuck Sandy, Susan Rivers, 2004-11-29 Connect First Edition is a fun 4 level multi skills American English course especially written and designed for young adolescents The comprehensive interleaved Teacher s Edition 3 provides teaching support for Student s Book 3 which is an intermediate level text for students aged 11 15 Teacher s Edition 3 provides step by step instructions to present practice and review all new language It also features the audio scripts optional exercises and informative notes The back of Teacher s Edition 3 contains a rich source of support materials many of which are copiable *Handbook of Individual Differences in Reading* Peter Afflerbach, 2015-08-11 The central unifying theme of this state of the art contribution to research on literacy is its rethinking and reconceptualization of individual differences in reading Previous research focused on cognitive components of reading signaled the need for ongoing work to identify relevant individual differences in reading to determine the relationships of individual differences to reading development and to account for interactions among individual differences Addressing developments in each of these areas this volume also describes affective individual differences and the environments in which individual differences in reading may emerge operate interact and change The scant comprehensive accounting of individual differences in reading is reflected in the nature of reading instruction programs today the outcomes that are expected from successful teaching and learning and the manner in which reading development is assessed An important contribution of this volume is to provide prima facie evidence of the benefits of broad conceptualization of the ways in which readers differ The Handbook of Individual Differences in Reading moves the field forward by encompassing cognitive non cognitive contextual and methodological concerns Its breadth of coverage serves as both a useful summary of the current state of knowledge and a guide for future work in this area **Connect Level 2 Teacher's Edition** Jack C. Richards, Carlos Barbisan, Chuck Sandy, 2009-07-27 Connect is a four level four skills American English course for young adolescents Connect encourages students to connect to English through contemporary high interest topics and contexts fun dialogs and games Each student s book includes grammar and vocabulary presentations and a multi skills graded syllabus Provided by publisher

Connect Level 4 Teacher's Edition Jack C. Richards, Carlos Barbisan, Chuck Sandy, 2009-11-09 Connect Second Edition is a fun four level multi skills American English course especially written and designed for young adolescents The comprehensive interleaved Teacher s Edition 4 provides step by step instructions to present practice and review all new language for Student s Book 4 It also features the audio scripts optional exercises and informative notes [Connect Level 3 Teacher's Edition](#) Jack C. Richards, Carlos Barbisan, Chuck Sandy, 2009-10-12 Connect Second Edition is a fun four level multi skills American English course especially written and designed for young adolescents The comprehensive interleaved Teacher s Edition 3 provides step by step instructions to present practice and review all new language for Student s Book 3 It also features the audio scripts optional exercises and informative notes [Connect Level 1 Workbook](#) Jack C.

Richards, Carlos Barbisan, Chuck Sandy, 2009-07-13 Connect Second Edition is a fun four level multi skills American English course especially written and designed for young adolescents Workbook 1 provides additional reading and writing reinforcement of Student s Book 1 There is one workbook page per Student s Book lesson In the Check Yourself sections students assess their own performance Answer keys are in Teacher s Edition 1 *South-Western Pre-algebra* Claudia R. Carter, 1992 **Im-Your Gde Coll Succ** Santrock, 2003-05 Academy: a Weekly Review of Literature, Learning, Science and Art, 1887 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910 **Affective Jacob's Ladder Reading Comprehension Program** Joyce VanTassel-Baska, Tamra Stambaugh, 2021-09-03 The Affective Jacob s Ladder Reading Comprehension Program uses a models approach to scaffold student learning and promote inquiry based discussions of texts This series of Jacob s Ladder Focuses specifically on supporting advanced students social emotional needs Includes high interest reading selections in the following genres short stories and media poetry and biographies Moves students from lower to higher level skills of self awareness metacognition and goal setting Integrates reading comprehension and analysis skills with affective and social emotional needs Asks students to apply themes character or real life experiences and lessons from texts to their own lives New ladders were specially designed for this series and derived from relevant theories about empathy risk and resilience achievement motivation and mindsets and practices for cultivating talent The Affective Jacob s Ladder guides provide teachers with an explanation of the nature and substance of the theoretical constructs for each ladder Also included are an overview of the goals and objectives of each ladder and suggestions for how to implement the ladders in the classroom in a way that supports students academic and social emotional needs at the same time Optional Student Workbook Packs In addition to this teacher s guide companion student workbooks are available for Short Stories and Media Poetry and Biographies Essays and Speeches The student workbooks feature ample room for student responses and notes make reviewing and providing feedback on student work easier than ever provide students with an easy to use reference to use during discussions and save time as there is no need to reproduce student handouts **Comprehension Skills Teacher's Guide 2 (Treasure House)** Abigail Steel, 2022-02-11 Treasure House Comprehension Skills Teacher s Guides provide at a glance lesson planning to guide teachers through the activities in Treasure House Comprehension Skills Pupil Books **Classroom Connect Newsletter**, 2001 *Landscapes* Virginia A. Arnold, 1989 **Reading the Newspaper** Margery S. Miller, Karen K. Allen, 1989 Promotes secondary students critical thinking skills while reinforcing skills needed to read the newspaper effectively **Concise Encyclopedia of Educational Linguistics** B. Spolsky, R. E. Asher, 1999-08-20 The volume comprises 232 thematically organised articles based on the highly successful Encyclopedia of Language Linguistics and the International Encyclopedia of Education 2nd edition revised and where necessary updated and supplemented throughout Dealing with all topics at the intersection between education and language the work will prove an invaluable

reference for all researchers in the field Never has there been more intense debate over different attitudes and approaches to teaching and language This volume will provide a state of the art description of all the topics of interest to language educators and all those concerned with making and implementing policy in language education Fundamental topics include the social context society national school and curricular policy literacy and oracy language acquisition bi and plurilingualism testing TEFL TESOL SLA **Reading and the High School Student** Judith L. Irvin,Douglas R. Buehl,Ronald M.

Klemp,2007 Now in its second edition *Reading and the High School Student* presents the issues and trends for improving literacy learning in secondary schools Perfect for both pre service and in service teachers the book emphasizes classroom applications and offers solutions for the development of literacy programs at the school and district levels Irvin Buehl and Klemp deliver a practical concise and balanced introduction to literacy topics lending special attention to the needs of the struggling reader and the English language learner The text includes a wealth of strategies with real classroom examples that teachers can implement in their own classrooms making the book a valuable and handy reference New features to this edition include Focus on adolescent literacy as addressed by No Child Left Behind NCLB and its consequences for high school students Myriad suggestions on how to close the achievement gap and ideas for tutoring Extensive coverage of multiple literacies and media literacy within the context of high school classes **Journal of Developmental Education**

,2009 **The American Tradition** EMC/Paradigm Publishing,2005 High-school Teachers' Cultural Models of English as a School Subject Samantha Brown Caughlan,2004 **Saturday Review** ,1889

Reading Comprehension Review Login Book Review: Unveiling the Magic of Language

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