

READING

Comprehension

Name: _____ Date: _____

Find the synonyms and answer other questions.

I have lived here beside the Loch Ness since I retired last year. My house has a good, clear view of the loch. In fact, it's only about a hundred metres from the lake, and there is nothing but the road in between. Now I've never been interested in the Loch Ness monster, you understand. Until last Tuesday, I thought it was just a good story to attract tourists. But I've had to change my mind after last Tuesday's experience.

I got up as usual at about 7 and went into my garden. Something attracted my attention to the loch. There was almost no mist that morning, and I could see there was something moving quite fast, going north, in the middle of the loch. It looked like a giant snake, with its head and part of its body above water. It was about thirty metres long. I rushed into the house to get my camera, but when I was back it had gone.

I waited and it appeared again, this time nearer the road and my house. I could see it clearly. I managed to take several photographs of it. They haven't come out very well, unfortunately, but one or two of them show the creature quite clearly. At one point it swam straight towards me, but then a lorry passed on the road and perhaps it heard the noise of the engine because it disappeared again. I reckon the whole incident lasted for about fifteen minutes, because I looked at my watch the last time I saw it, and it said a quarter past seven. I've never seen anything so strange in my life.

opinion =

suppose =

hurried =

directly =

except =

next to =

Why does he now think in a different way? _____

What can been seen from his house? _____

What happened when he ran into the house to get his camera? _____

What made the monster disappear the second time? _____

Reading Comprehension Today

College Reading Association

Reading Comprehension Today:

Disciplinary and Content Literacy for Today's Adolescents, Sixth Edition William G. Brozo, 2017-04-24 Well established as a clear comprehensive course text in five prior editions this book has now been extensively revised with a focus on disciplinary literacy. It offers a research based framework for helping students in grades 6-12 learn to read, write, and communicate academic content and to develop the unique literacy, language, and problem solving skills required by the different disciplines. In an engaging conversational style, William G. Brozo presents effective instruction and assessment practices illustrated with extended case studies and sample forms. Special attention is given to adaptations to support diverse populations including English language learners. Prior edition title: Content Literacy for Today's Adolescents, Fifth Edition. New to This Edition: Shift in focus to disciplinary literacy as well as general content area learning. Chapter on culturally and linguistically diverse learners. Incorporates a decade of research and the goals of the Common Core State Standards. Increased attention to academic vocabulary, English language learners, the use of technology, and multiple text sources such as graphic novels and digital texts. Pedagogical features: chapter opening questions, plus new case studies, classroom dialogues, practical examples, sample forms, and more.

Special Education in Today's Diverse Classrooms Shantel M. Farnan, Ruby L. Owiny, 2025-09-02 Special Education in Today's Diverse Classrooms: Meeting the Needs of Students with Exceptionalities is an introductory level textbook designed for all pre-service teachers to learn about meeting the needs of students with exceptionalities in inclusive environments. Along with descriptions of each IDEA disability category, the book presents high leverage practices (HLPs) and evidence-based strategies that are practical and applicable to any instructional environment. Through the lens of HLPs, this text emphasizes universal design for learning, UDL, tiered supports, culturally inclusive pedagogies, and practices CIPP and evidence-based practices (EBPs). This textbook bridges the gap between research knowledge about disabilities and a practical approach to educating students, offering a comprehensive framework for educators navigating the diverse needs of students with exceptionalities. By placing a strong emphasis on CIPP and EBPs as they relate to HLPs, it equips readers with tools to create meaningful and equitable learning experiences. The unique structure, enriched by authentic vignettes and aligned with professional standards, ensures the practical application of frameworks such as UDL and multi-tiered systems of support. Additionally, the book underscores the importance of family engagement, making it a vital resource for fostering collaboration in education. The content aligns with the Council for Exceptional Children (CEC) standards, ensuring its relevance and utility for professional educator preparation. Through its innovative approach, this text inspires educators to not only meet students' needs but also celebrate their individuality, preparing them to succeed in dynamic, inclusive school and classroom environments. Key Features: Real-life vignettes from individuals with disabilities, their families, and educators offer authentic perspectives that go beyond case studies. Links to resources to increase exposure and knowledge about specific topics, designed to enrich understanding and application of

inclusive practices Includes coverage of concepts such as trauma neurodiversity social and emotional learning assistive technology and new instructional technologies With inclusive language and culturally inclusive pedagogies and practices the book prepares future educators to foster trust and promote equity in their classrooms Focus on application to the classroom through questions and activities at the end of each chapter Color graphics visual frameworks e g UDL models and instructional charts enhance comprehension and engagement Please note ancillary materials such as quizzes and eFlashcards are not available as in the print version of this work **Reading Instruction for Today** Jana M.

Mason,Kathryn H. Au,1986 **Teaching Reading in Today's Elementary Schools** Paul Clay Burns,Betty D. Roe,Elinor Parry Ross,1992 Grade level 1 2 3 4 5 6 7 k p e i t *Reading Instruction for Today's Children* Nila Banton Smith,H. Alan Robinson,1980 **Today's Education** ,1981 **Themes for Today** Lorraine C. Smith,Nancy Nici Mare,1996 Themes for Today is the first of five titles in this best selling series The text helps learners develop pre reading strategies and vocabulary building skills to enhance reading comprehension High interest topics Natural spiralling of concepts structures and vocabulary Includes diagrams charts and illustrations Teaching Reading in Today's Middle Schools Betty D. Roe,Sandy H. Smith,2004-10 This text combines a research based approach to reading instruction with the theories issues and strategies most relevant to prospective middle school teachers The authors promote a balanced approach to literacy instruction that includes active learning cooperative learning and critical thinking strategies These strategies and their applications empower teachers to become key decision makers in their students literacy programs **Reading Activities for Today's Elementary Schools** Paul Clay Burns,Betty D. Roe,1979 **Readability--the Situation Today** Alice Davison,1985

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