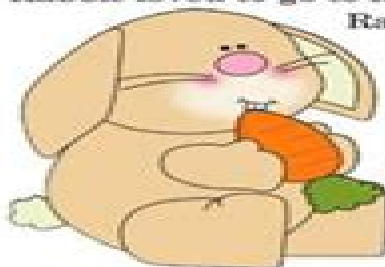


## READING COMPREHENSION

Rabbit loved to go to Mrs. Holly's garden. Each morning when the sun came up,



Rabbit would creep under the fence. He would chew on the green carrot tops. This made Mrs. Holly sad. When the green carrot tops were gone, she could not find her carrots! Mrs. Holly knew that she had many carrots. They were growing under the ground. But the green tops were gone. She could not find the carrots. Every time Mrs. Holly saw Rabbit in the garden, she would run after him. He would run to his home under the tree. One day, Mrs. Holly came to the place where Rabbit lived. She knocked on the tree.

"Rabbit," she called, "you are making me sad. You eat the tops off my carrots. Now I cannot find carrots to eat." Rabbit looked out from under the tree. "You make me sad, too. I do not like you to run after me." Then Mrs. Holly told Rabbit her idea. "When the sun comes up each morning, I will pick some carrots. I will leave the tops for you." Rabbit liked that idea. Now he and Mrs. Holly share the good things from the garden.

1. Rabbit went to Mrs. Holly's \_\_\_\_\_.  
a. morning  
b. garden  
c. green
2. Rabbit liked to \_\_\_\_\_ the green carrot tops.  
a. make  
b. creep  
c. eat
3. This made Mrs. Holly feel \_\_\_\_\_.  
a. sad  
b. lost  
c. hungry
4. What is another good title for the story?  
a. Mrs. Holly's Garden  
b. Carrots for Lunch  
c. Planting a Garden

5. What did Rabbit like to eat from the garden?  
a. orange carrots  
b. green carrot tops  
c. green lettuce
6. Why couldn't Mrs. Holly find her carrots?  
a. Rabbit took all the carrots.  
b. She forgot to plant the carrots.  
c. The carrots were under the ground.
7. Why did Mrs. Holly go to visit Rabbit?  
a. to yell at him  
b. to work out a plan for the garden  
c. to bring him some carrots
8. What lesson did Mrs. Holly and Rabbit learn?  
a. Gardens are hard work.  
b. Carrots are good for you.  
c. It is better to share.

Answer the questions with a complete sentence.

1. Where did Rabbit live?  
\_\_\_\_\_
2. What did Rabbit tell Mrs. Holly?  
\_\_\_\_\_
3. Where did the story take place?  
\_\_\_\_\_

# Reading Comprehension College Rankings Today

**Edwin L. Herr**



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*Equivalence and Norms Tables for Selected Reading Achievement Tests (grades 4, 5, 6)* Educational Testing Service, Peter G. Loret, 1975     **Anchor Test Study, Equivalence and Norms Tables for Selected Reading Achievement Tests, 1974** United States. Office of Education, 1974     **Research in Education** ,1973-12     **Resources in Education** ,1989     **Current Index to Journals in Education** ,1991     *McGraw-Hill's Catholic High School Entrance Exams, 2ed* Mark Alan Stewart, Judy Unrein, 2009-02-01 Number of students enrolled in Catholic high schools 638 000 Number of students who take the HSPT annually 80 000 The COOP is given in November and is the test administered for admission to Catholic high schools in the New York New Jersey metropolitan area The TACHS is given in November and is the test administered for admission to Catholic high schools in the archdiocese of Brooklyn Queens and the archdiocese of New York The HSPT is administered in December and January It is created by the Scholastic Testing Service of Bensenville IL

**Encyclopedia of Education: AACSB-Commerce** James W. Guthrie, 2003     **Conditions Calling for Educational Reform** Edwin L. Herr, 1977     **Yearbook** ,1982     **A Report of the ... Annual Conference and Course on Reading** ,1956     Supervision for Today's Schools Peter F. Oliva, 1993 A practical guide to becoming an instructional leader Updated to reflect changes and advances in the supervision of teachers this highly respected text provides a comprehensive overview of the field of instructional supervision including instructional development curriculum development and staff development Throughout the authors emphasize practice particularly the supervisor's responsibilities as instructional leader

Proceedings of the Annual Pittsburgh Conference on Reading and Writing ,1956     Linguistics and Language Behavior Abstracts ,2006-04     **The FairTest Examiner** ,1989     **School Library Media Activities Monthly** ,1998     **Today's Education** ,1981     **Basic Communication** Paul, Wilson B., 1947     **Proceedings of the Seminar on the Teaching of English in Institutions of Higher Learning in the 1980's, 25th-29th June, 1979, MARA Institute of Technology, Shah Alam, Selangor** Azizah Mokhzani, Marlene J. M. L. Cheong, R. Supramaniam, 1983     **Modern Approaches to Foreign Language Training** George Haskell Brown, Alfred I. Fiks, 1967 The report presents detailed non evaluative descriptions of instructional methods used in a sample of outstanding language training centers Included are 19 different training programs which together represent a student age range from subteens to adults both intensive and non intensive courses military and civilian students and governmental as well as nongovernmental programs For each program surveyed the report presents fairly detailed description of such features as training objectives methods of teaching phonology grammar and vocabulary language laboratory activities student evaluation procedures and faculty characteristics Of the language teaching programs 15 out of 19 were characterized by their respective officials as adhering to the audio lingual A L methods Two key features were shared by the training centers primary emphasis on aural comprehension and speaking skills and an inductive approach to grammar Author     Journal of Reading ,1966

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## **Table of Contents Reading Comprehension College Rankings Today**

1. Understanding the eBook Reading Comprehension College Rankings Today
  - The Rise of Digital Reading Reading Comprehension College Rankings Today
  - Advantages of eBooks Over Traditional Books
2. Identifying Reading Comprehension College Rankings Today
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Reading Comprehension College Rankings Today
  - User-Friendly Interface
4. Exploring eBook Recommendations from Reading Comprehension College Rankings Today
  - Personalized Recommendations
  - Reading Comprehension College Rankings Today User Reviews and Ratings
  - Reading Comprehension College Rankings Today and Bestseller Lists
5. Accessing Reading Comprehension College Rankings Today Free and Paid eBooks
  - Reading Comprehension College Rankings Today Public Domain eBooks

- Reading Comprehension College Rankings Today eBook Subscription Services
- Reading Comprehension College Rankings Today Budget-Friendly Options
- 6. Navigating Reading Comprehension College Rankings Today eBook Formats
  - ePub, PDF, MOBI, and More
  - Reading Comprehension College Rankings Today Compatibility with Devices
  - Reading Comprehension College Rankings Today Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Reading Comprehension College Rankings Today
  - Highlighting and Note-Taking Reading Comprehension College Rankings Today
  - Interactive Elements Reading Comprehension College Rankings Today
- 8. Staying Engaged with Reading Comprehension College Rankings Today
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Reading Comprehension College Rankings Today
- 9. Balancing eBooks and Physical Books Reading Comprehension College Rankings Today
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Reading Comprehension College Rankings Today
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Reading Comprehension College Rankings Today
  - Setting Reading Goals Reading Comprehension College Rankings Today
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Reading Comprehension College Rankings Today
  - Fact-Checking eBook Content of Reading Comprehension College Rankings Today
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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