

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-finding 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, ready off in the lowing boom—boom—boom—twelve like and all still again—still than ever. Pretty soon I heard a **long snap-down** in the dark, amongst the trees—**something was a-sitting**. I set off and listened. Deedly 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 amongst 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: _____

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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 concern?

- A. The empire
- B. The empire
- ☒ C. The empire
- D. The empire

4. The reader can infer that the emperor was—

- F. very good



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Assessment for Teaching 1ed Patrick Griffin, 2014-02-14 *Assessment for Teaching* is a comprehensive and practical introduction to assessment and learning in primary and secondary school settings. This book treats assessment as a source of data that informs teaching strategies. It replaces a deficit model of assessment with a development model, a framework which recognises the importance of identifying what the student is ready to learn. The book also promotes collaboration between teachers in professional learning teams, encouraging the sharing of assessment data and team-based interpretation to improve student outcomes and to plan goals for students based on a development scale. Each chapter contains an exercise for applying the course content to classroom practice, a response template for the exercise, guidelines on assessing the value of the exercise in a professional learning team, a short test for participants to cross-check their understanding of the course content. This is an essential resource for both pre-service and in-service teachers. *Assessment for Teaching* Patrick Griffin, 2014-02-14

Assessment for Teaching is a comprehensive and practical introduction to assessment and learning in primary and secondary school settings. This book treats assessment as a source of data that informs teaching strategies. It replaces a deficit model of assessment with a development model, a framework which recognises the importance of identifying what the student is ready to learn. The book also promotes collaboration between teachers in professional learning teams, encouraging the sharing of assessment data and team-based interpretation to improve student outcomes and to plan goals for students based on a development scale. Each chapter contains an exercise for applying the course content to classroom practice, a response template for the exercise, guidelines on assessing the value of the exercise in a professional learning team, a short test for participants to cross-check their understanding of the course content. This is an essential resource for both pre-service and in-service teachers. **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.

The Cognitive Development of Reading and Reading Comprehension Carol McDonald Connor, 2016-02-26 Learning to read may be the most complex cognitive operation that children are expected to master, and the latest research in cognitive development has offered important insights into how children succeed or fail at this task. *The Cognitive Development of Reading and Reading Comprehension* is a multidisciplinary evidence-based resource for teachers and researchers that examines reading comprehension from a cognitive development perspective, including the principal theories and methods used in the discipline. The book combines research into basic cognitive processes: genetics, perception, memory, executive

functioning and language with an investigation of the effects that context and environment have on literacy outcomes making clear how factors such as health family life community policy and ecology can influence children s cognitive development

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

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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 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 *The Language Experience Approach and the Science of Literacy Instruction* Elaine Traynelis Yurek, Mary Winifred Strong, 2024-05-14 The information contained in this text covers literacy instruction in kindergarten primary grades middle school and secondary school It gives the background on the developmental aspects of all attributes needed for successful reading It presents a balanced body of information for instruction between wholistic approaches and traditional approaches for the total literacy curriculum This book includes the complete developmental aspects of skills necessary for competence in all literacy tasks from birth to adolescent literacy the need for availability for teachers to assess the progress of all these skills as they are presented in a wholistic fashion on a regular basis the criteria of how decisions are made for remedial reading instruction the interface of special education considerations for students experiencing literacy deficits approaches for adolescent literacy programs and extensive information on teaching English language learners **Language and Language Behavior Abstracts** ,1980

The ETS Test Collection Catalog Educational Testing Service. Test Collection,1993 The major source of information on the availability of standardized tests Wilson Library BulletinCovers commercially available standardized tests and hard to locate research instruments **Current Index to Journals in Education** ,2000 South-Western Pre-algebra Claudia R. Carter,1992 **Tests in Print IV** Linda L. Murphy,Jane Close Conoley,James C. Impara,1994 Viewpoints in Teaching and Learning ,1978 **Resources in Education** ,1996 *Journal of Speech-language Pathology and Audiology* ,1999

Linguistics and Language Behavior Abstracts ,1995 **The School Review** ,1929 *Teaching Reading* Pamela J. Farris,Carol J. Fuhler,Maria P. Walther,2004 A Balanced Approach to Literacy Instruction provides students with a strong background in using a balanced approach to literacy instruction Using the National Standards for English Language Arts as a guide the book calls for classroom teachers to become knowledgeable of and to master several literacy instructional practices applying each when appropriate A wide variety of literacy instructional practices are clearly presented Theories are accompanied by practical research based ideas that students can use as they complete their field based experiences and go out into their own classrooms In addition to its in depth coverage of phonics comprehension assessment and vocabulary instructional strategies A Balanced Approach to Literacy Instruction has wide coverage of technology and writing Ways to meet the needs of diverse student populations are discussed throughout the book Students also are provided with thorough

lesson plans in reading writing and technology for them to consider using or adapting for their field based experiences
The Education Index ,1987

The Enigmatic Realm of **Reading Comprehension Review Login**: Unleashing the Language is Inner Magic

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