

READING COMPREHENSION

PASSAGES AND QUESTIONS

Name: _____ Date: _____

1

Read the text and answer the questions.

The Memory Box By Mark Twain

I sat down again, a-finding all over for the house was all as ill as death now, and so the widow wouldn't know 'twas, after a long time I heard the clock ready off in the low-ge boom—boom—boom—twelve-locks and off all again—differ than ever. **Pretty soon a heavy shadow** in the dark amongst the trees—**something was a-sitting**. I set all and listened. Dearly 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 ill as death" to describe _____.

- 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?

- F. magical

Name: _____ Date: _____

2

Read the text and answer the questions.

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 exceptionally beautiful, but the clothes made of their ~~inventions~~ 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 it suit made of this cloth, I should be able to find out which men in my empire were unfit for their offices, and I could dismiss them from the service." And he ordered that the swindlers should advance their designs. They did.

3. What was the emperor's main concern?

- A. The empire
- B. The swindlers
- C. The emperor
- D. The swindlers

4. The reader can infer that the emperor was _____.

- F. very good



4 WEEK REVIEW

TEKS ALIGNED ELEMENTARY 20 DAYS

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Annelies Wilder-Smith



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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 **The Contemporary Review**, 1917 **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 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 Reading Research Quarterly, 1976 **Teaching Adult Learners with Dyslexia and English as an Additional Language** Paul Demetriou, 2023-03-14 Packed full of practical tips to use in the classroom case studies to provide theoretical grounding and ideas to improve inclusion Teaching Adult Learners with Dyslexia and English as an Additional Language covers all the key areas necessary to ensure inclusive and effective teaching practice in higher and

further education settings This book provides a coherent framework for those looking to develop their knowledge and skills in this challenging area and explores key areas such as teaching and learning strategies differentiation assessment feedback and supporting students using technology It provides a unique insight into how to develop a thorough understanding of the needs of learners and the principles and practices of how to meet those needs within a classroom setting This is an essential introductory book for anyone working or training to work in either Further or Higher Education and who wishes to develop knowledge and skills in the challenging area of supporting and teaching adult EAL learners with learning differences

How to Prepare for the Graduate Management Admission Test GMAT Eugene D. Jaffe, Stephen Hilbert, 1984

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

Literature & the Learner Frances S. Goforth, 1998 As a genre text not an anthology this text teaches students about literature forms and discusses ways of using literature in the classroom It is used to give students the background they need to evaluate select and use children s literature in their own teaching A database of current literature is provided with the text and will be updated annually

Software and CD-ROM Reviews on File ,2002 **Saturday Review** ,1889 Understanding Literature EMC/Paradigm Publishing, 2004

How to Prepare for the Graduate Management Admission Test Eugene D. Jaffe, Stephen Hilbert, 2001 Updated with information reflecting the Graduate Management Admission Test as it is given today which is as a computer adaptive exam this manual presents a diagnostic test with answers and analysis plus five full length model exams with all questions answered and explained Subject review sections are focused to help test takers correct their weaknesses in essay writing reading comprehension sentence correction critical reasoning and math The book can be purchased alone or with an optional CD ROM that simulates an actual computer adaptive test and scores the test taker s results automatically

South-Western Pre-algebra Claudia R. Carter, 1992 The School Review ,1927

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 American Tradition* EMC/Paradigm Publishing,2005 **Journal of Developmental Education** ,2010 *Fantastic Voyage* ,2002

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