G R A D E

# Comprehension

#### **Intervention** Activities

#### **Pre- and Post-Assessment**

Use the following pre-/post-assessment pages to plan instruction and monitor progress.

#### DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

All of the assessments in this book may be administered to children individually or in a group. We recommend administering the Pretest and Posttest to all children at the same time. Detailed guidelines for administering and scoring each type of assessment are presented below.

#### **GUIDELINES FOR USING THE PRETEST**

The Pretest is 10 pages long. It includes five one-page reading passages and a set of multiple-choice questions for each passage: 20 items total. These 20 items measure five "clusters" of strategies and skills (as listed on the Scoring Chart, see Posttest) with four items per cluster. Each cluster has two or three strategies grouped by similarities. For example, "Identify Main Idea" and "Summarize or Paraphrase Information" are grouped together in one cluster because they involve similar thinking skills (distinguishing essential from inessential information). Each cluster has been labeled with a title that reflects the key thinking skill, such as "Distinguishing Important Information."

Plan for about 40 minutes to administer the Pretest, but allow more time if needed. Children should be allowed to finish answering every question. Depending on the children and your situation, you may want to administer the Pretest in two parts in different sittings.

#### To Administer the Pretest:

- 1. Make a copy of the test for each child.
- 2. Have children write their names and the date at the top of each test page.
- Read the directions on the first page and make sure children know what to do.
- **4.** Have children read each passage and answer the questions that go with it.

**Note:** If children have difficulty reading the passages and/or questions, you may read them aloud as children follow along. For comparison purposes, make a note of this on the scoring chart.

- **5.** For each question, have children choose the best answer and fill in the bubble beside the answer they choose.
- 6. When children have finished, collect the tests.

#### To Score the Pretest:

- Make a copy of the Individual Pretest/Posttest Scoring Chart (see Posttest) for each student.
- 2. Refer to the Pretest Answer Key. It gives the letter of the correct response to each question.
- **3.** Mark each question correct or incorrect on the test page (or on the answer sheet).
- **4.** To find the total test score, count the number of items answered correctly.
- **5.** To score by cluster, use the Individual Pretest/Posttest Scoring Chart. At the top of the chart, circle the number of each item answered correctly. The item numbers are organized by clusters of tested skills.
- **6.** For each cluster on the scoring chart, add the number of items answered correctly (for example, 3 of 4). Write the number correct in the right-hand column under Pretest.

#### Using the Results:

- 1. Use the results of the Pretest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested.
- 2. As explained above, the items in the Pretest measure strategies in particular clusters. A student's score on a particular cluster can pinpoint specific instructional needs. A student who answers correctly fewer than 3 of the 4 items in each cluster may need focused instructional attention on those particular strategies.
- 3. Plotting scores on the Individual and Group Pretest/Posttest Scoring Charts (see Posttest) provides a handy reference for monitoring students' growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.
- **4.** Store the Pretest/Posttest Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pretest and Posttest scores.

#### GUIDELINES FOR USING THE POSTTEST

The Posttest has the same number of reading passages and items as the Pretest and should be administered and scored in the same way. The test items on the Posttest measure the same skills as the Pretest and in the same order. Thus, the item numbers on the Individual Pretest/Posttest Scoring Chart are the same for both tests.

Use the results of the Posttest to determine each student's current level of reading ability, as well as his or her proficiencies in the strategies being tested. Compare the students' scores on the Pretest and Posttest—and on each strategy cluster within the tests—to evaluate the student's progress since the beginning of the year.

# Pretest Answers

The Farmer and The Bird	. 12
Follow the Rules	. 14
Cake for Roy	. 16
Wilma the Winner	. 18
Plants	. 20

#### **Answer Key**

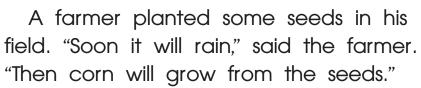
1. B	11. A
2. A	12. C
3. B	13. A
4. C	14. B
5. A	15. C
6. B	16. A
7. C	17. A
8. B	18. B
9. B	19. B
10. C	20. C

Name \_\_\_\_\_ Date \_\_\_\_

Directions: Read the passage. Then use the information from the passage to answer questions 1–4.

#### The Farmer and the Bird





A bird said, "I like corn. Will you share some of your corn with me?"

"No!" said the farmer. "Go away, bird!" Many days went by, but it did not rain. The farmer looked at the sky.

"What will I do?" he asked.



The bird said, "I can bring the rain." "How?" asked the farmer.

"Wait and see," said the bird.

The bird flew away. A day went by. Then the bird came again. She came back with a <u>big</u> rain cloud.

Rain fell on the seeds. Soon the corn grew. The farmer was glad.

The bird said, "Now will you share some of your corn with me?"

"Yes!" said the farmer. "Take all the corn you want."



Date

- 1. What did the farmer do?
  - (A) He made a cloud.
  - BHe planted corn.
  - © He asked for sun.
- 2. How did the farmer feel when it rained?
  - (A) glad
  - **®** scared
  - © sad
- 3. Which of these could NOT happen?
  - (A) The farmer looked at the sky.
  - ® The bird said, "I can bring the rain."
  - © Rain fell on the seeds.
- 4. The bird came back with a <u>big</u> rain cloud. Which word means the same as <u>big</u>?
  - (A) dark
  - B small
  - © large

Name	Date

Directions: Read the passage. Then use the information from the passage to answer questions 5–8.

#### Follow the Rules

There are many rules. Some rules keep you safe. Some help you to be kind. Some help you to be nice. You follow rules every day. Here are some good rules to know.

Look both ways when you cross the street. Wear a seat belt in a car. Never swim alone. These rules keep you safe.

Say "please" and "thank you." Hold the door for others. Don't talk with your mouth full. These rules help you to be nice.

Take turns. Don't leave anyone out. Don't use <u>hurtful</u> words. These rules help you to be kind.

What happens when you follow rules? People trust you. They like you, too.



Name	Date
5. Which sentence tells the main idea?	
(A) There are many rules.	
® Some rules keep you safe.	
© Hold the door for others.	
6. Which sentence shows that there are	many rules?
A Never swim alone.	
B You follow rules every day.	
© People trust you.	
7 When you exec the street you should	look both
7. When you cross the street, you should	look boin
ways to be —	
(A) kind	
® nice	
© safe	
8. The passage says, "Don't use <u>hurtful</u> v	vords." What is
another word for <u>hurtful</u> ?	
(A) big	
® mean	

© funny

Name	Date

Directions: Read the passage. Then use the information from the passage to answer questions 9–12.

#### **Cake for Roy**

Roy smelled something good. It was something in the oven.

"What is in the oven?" Roy asked. "It smells so good!"

Mom said, "It is a cake. It is almost done."

"Oh! May I have some cake right now?" asked Roy.

"No," said Mom. "First we will eat dinner. Then you can have some cake."

Roy waited and waited. At last it was time for dinner. Mom gave Roy some rice and beans. Roy ate a few bites. Then he said, "I want some cake, please."

"No," said Mom. "You must eat all your rice. You must eat all your beans, too."

Roy ate and ate. At last he was done. Mom looked at Roy and smiled.







Name	Date

#### 9. What will happen next?

- A Roy will clean up.
- ® Roy will eat some cake.
- © Roy will go to bed.

#### 10. Where does this story take place?

- (A) at Roy's school
- **B** in Roy's yard
- ©in Roy's house

#### 11. What happened first in the story?

- A Roy smelled the cake.
- **B** Mom made dinner.
- © Mom smiled at Roy.

#### 12. What can you tell about Roy?

- A He can read.
- B He drinks milk.
- © He likes cake.

	Name	Date
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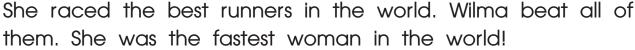
Directions: Read the passage. Then use the information from the passage to answer questions 13–16.

#### Wilma the Winner

Wilma Rudolph was born in 1940. She was a small girl. She got sick a lot. One sickness hurt her leg. Doctors said she would never walk. But they were wrong. Wilma did walk. She was 8 years old.

A few years went by. Wilma's leg got <u>stronger</u>. She started running. She ran very fast! Then she raced other girls. She never lost a race.

In 1960, Wilma ran in a big race.





Name	Date

#### 13. What happened first?

- A Sickness hurt Wilma's leg.
- **B** Wilma started running.
- © Wilma raced other girls.

#### 14. What are the main points of this passage?

- (A) Wilma was born in 1940. She was a small girl.
- B Wilma did not walk until she was 8. But she became the fastest woman in the world.
- © Wilma was a fast runner. She raced other girls.

#### 15. When Wilma walked, how did her doctors feel?

- (A) upset
- (B) scared
- © surprised

# 16. The passage says, "Wilma's leg got <u>stronger</u>." What does <u>stronger</u> mean?

- (A) more strong
- ® not strong
- © never strong

Name	Date

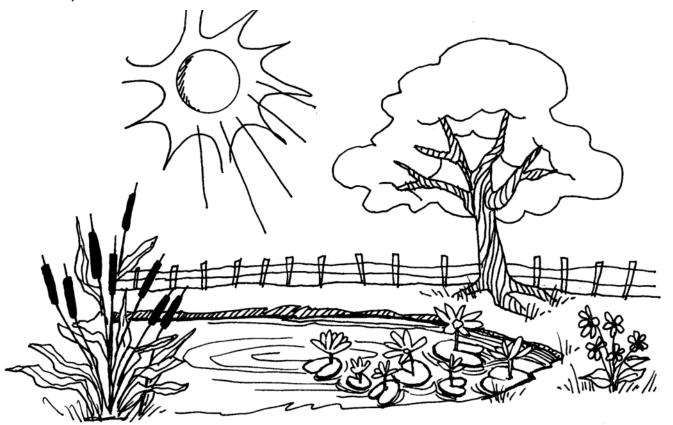
Directions: Read the passage. Then use the information from the passage to answer questions 17–20.

#### **Plants**

There are many kinds of plants. Some plants grow on land. Others grow in water. Some are huge. Some are small. Some plants live a long time. Others have very brief lives.

Plants are like you in some ways. They need air and water. They need food. Plants can't live without these things. You need these things, too.

But plants are special in one big way. Plants make their own food. The sun's light helps them do this. Your body can't make its own food. All your food comes from plants or animals.



Name	Date
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#### 17. Which sentence tells an idea from this passage?

- A Plants grow in water and on land.
- ® Most plants are very small.
- © The sun helps you make food.

## 18. The passage says, "Some plants live a long time. Others have very <u>brief</u> lives." What does <u>brief</u> mean?

- (A) green
- (B) short
- © fun

#### 19. How is a plant different from you?

- (A) It has legs.
- ® It makes its own food.
- © It needs air.

#### 20. What happens when a plant does not get water?

- (A) It grows faster.
- (B) It makes its own water.
- © It dies.

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Going for a Ride	66

#### **Answer Key**

1. A	11. C	>
2. C	12. <i>A</i>	١
3. B	13. C	>
4. B	14. <i>A</i>	1
5. A	15. B	)
6. B	16. C	>
7. A	17. B	,
8. C	18. <i>A</i>	1
9. B	19. <i>A</i>	1
10. B	20. C	>

Name	Date
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Directions: Read the passage. Then use the information from the passage to answer questions 1–4.

#### Squirrel and Bear







One summer, Squirrel made his nest in a tree. The nest was just the right size. "It will be warm in winter," he said.

Then apples grew on the tree. Squirrel was glad.

In the fall, the apples got big and red. Day after day, Squirrel ate apples. He began to get fat.

One day, Bear came along. "May I have an apple?" she asked.

"No!" said Squirrel. "These apples are just for me!"

Bear felt hurt, but she did not say anything. She just walked away.

The next day, snow fell. A cold wind came. Squirrel tried to get into his nest. But he did not fit. He was too <u>fat</u>!

"What will I do?" cried Squirrel.
"Where will I go for the winter?"

Bear heard Squirrel's cry. She felt sorry for him. She said, "Come with me, Squirrel. I have room for you in my den."

Name	Date

- 1. What did Squirrel do with the apples?
  - (A) He ate them.
  - BHe gave them to Bear.
  - © He put them in his nest.
- 2. How does Bear act in this story?
  - (A) She wants to hurt Squirrel.
  - ® She is afraid of Squirrel.
  - © She is kind to Squirrel.
- 3. Which part of this story could NOT really happen?
  - (A) A squirrel makes a nest.
  - (B) A bear talks to a squirrel.
  - © A cold wind comes.
- 4. The story says, "Squirrel ate apples. He began to get <u>fat</u>." Which word means the OPPOSITE of <u>fat</u>?
  - (A) tall
  - (B) thin
  - © old

Name	Date
Name	Daic

Directions: Read the passage. Then use the information from the passage to answer questions 5–8.



This flag stands for our country. Our flag is red, white, and blue. It has 13 stripes. It has 50 stars.

The stars stand for the states. Our country has 50 states. There is one star for every state.

Why does the flag have 13 stripes? Our country was <u>founded</u> long ago. Back then, there were only 13 states. The stripes stand for the first states.

The flag flies in many places. Schools have flags. Parks and post offices have flags. People fly the flag at their homes, too.

June 14 is Flag Day. It is a day for songs and parades. It is a day to think about our flag.

Name	Date
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#### 5. Which sentence tells the main idea?

- (A) This flag stands for our country.
- (B) The stars stand for the states.
- © People fly flags at their homes.

#### 6. Which sentence tells where the flag flies?

- (A) Our flag is red, white, and blue.
- ® Schools have flags.
- © June 14 is Flag Day.

#### 7. Why does the flag have 50 stars?

- (A) There is one star for every state.
- ® The country is 50 years old.
- © The stars look nice on the flag.

### 8. The passage says, "Our country was <u>founded</u> long ago." What does <u>founded</u> mean?

- (A) moved
- (B) seen
- © started

Name Date	
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Directions: Read the passage. Then use the information from the passage to answer questions 9–12.

#### At the Beach

Dad said, "This is a great day for swimming. Let's go to the beach."

Trina said, "The beach is fun. But it's even more fun with a friend. May I ask a friend to come with us?"

"Yes, that's a good idea," said Dad. "You can bring a friend."

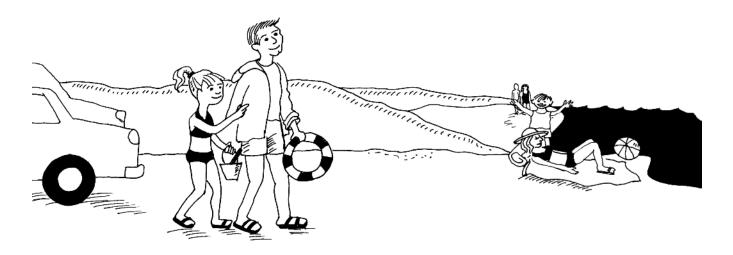
First Trina called Pam. But Pam was not at home. Next Trina called Markos. But he was not at home. Then Trina called Lucy. But she was not at home.

At last Dad said, "It's time to go."

Trina got in the car with Dad. "Don't worry," he said. "We'll have fun."

But Trina did not answer. She was sad.

Before long, Dad and Trina got to the beach. They walked across the sand. Then Dad looked around and laughed. "I'm sure you'll have lots of fun today, Trina," he said. "All of your friends are here at the beach!"



Name	Date

#### 9. What will happen next?

- (A) Dad will drive home.
- ® Trina will play with her friends.
- © Trina will swim with Dad.

#### 10. What did Tring want to do?

- (A) make some new friends
- ® bring a friend to the beach
- ©go to a friend's house

#### 11. What happened first?

- (A) Dad and Trina went to the beach.
- ® Dad looked around and laughed.
- © Trina called Pam.

#### 12. What kind of day is it?

- A sunny and hot
- **B** cool and rainy
- © windy and cold

Name Date
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Directions: Read the passage. Then use the information from the passage to answer questions 13–16.

#### All About Jim

Jim Aylesworth was born in 1943. His family moved a lot. He lived in many places.

Jim grew up. He tried a few j@s. He didn't like them much. Then he tried teaching first grade. He loved the j@. He was a great teacher, too.

Jim always liked reading to his class. Then he got an idea. He wanted to write his own book for kids. And he did! The book was called **Hush Up!** 

Jim wrote more kids' books. He kept teaching for many years. Then he stopped teaching in 1996.

What does Jim do now? He visits schools. He talks to kids about his books. He talks about being a <u>writer</u>. Kids and books make Jim happy.



Name	Date

#### 13. What happened last?

- (A) Jim wrote a book.
- ® Jim grew up.
- © Jim stopped teaching.

#### 14. Which sentences best tell about Jim's job?

- (A) He tried some jobs. The job he liked was teaching.
- (B) He did not like working. He did not want a job.
- © He was a teacher. Then he stopped teaching.

#### 15. What can you tell about Jim?

- (A) He is a young man.
- BHe likes to be with kids.
- © He lives on a b@t.

# 16. The passage says, "He talks about being a <u>writer</u>." What does <u>writer</u> mean?

- (A) a place to write
- **B** write again
- © someone who writes

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Name	Date
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Directions: Read the passage. Then use the information from the passage to answer questions 17–20.

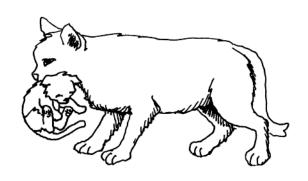
#### Going for a Ride

How do baby animals get around? Some walk. Some fly. But other babies get a ride!

Look at the cat and her kitten. The cat lifts her kitten by the neck. The kitten does not get hurt. The skin on its neck is loose. The mother cat knows how to be gentle.

Kangaroos are different from cats. They hop on their back legs. The kangaroo mother has a <u>pouch</u>. Her baby fits inside. It's warm and soft there. When the mother hops off, the baby rides along.

These birds are called grebes. The baby grebe can swim. But it likes to ride, too. The baby climbs on the mother's back. Then off they go!





Name	Date
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#### 17. Which sentence tells an idea from this passage?

- (A) Here is a cat and a kitten.
- ® The cat holds her kitten by the skin on its neck.
- © The kitten climbs on its mother's back.

# 18. The passage says, "The kangaroo mother has a <u>pouch</u>." What does <u>pouch</u> mean?

- (A) pocket
- (B) baby
- © hop

#### 19. How is a kangaroo different from a cat?

- (A) It hops on its back legs.
- ® It has a tail.
- © It has a mother.

#### 20. What can you tell about grebes?

- (A) They can run fast.
- ® They are noisy.
- © They live near water.

#### **Individual Pretest/Posttest Scoring Chart**

Student Name	Date
Teacher Name	Grade

Cluster Comprehension Skills	Item Numbers	Pretest Score	Posttest Score
1 Literary Elements Analyze Character Analyze Story Elements Distinguish Real from Make-Believe	1, 2, 3, 10	/4	/4
2 Text Structure and Features Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	7, 11, 13, 19	/4	/4
3 Inferences and Conclusions Draw Conclusions Make Inferences Make Predictions	9, 12, 15, 20	/4	/4
4 Distinguishing Important Information Identify Main Idea and Supporting Details Summarize or Paraphrase Information	5, 6, 14, 17	/4	/4
5 Word Meaning Use Context Clues to Determine Word Meaning Identify Synonyms, Antonyms, and Homonyms Use Knowledge of Word Structures to Determine Word Meaning	4, 8, 16, 18	/4	/4
	TOTAL	/20	/20

Pretest Score		Posttest Score		
Number Correct/Total	Percent Score	cent Score Number Correct/Total Percent Se		
/20	%	/20	%	

#### **Group Pretest/Posttest Scoring Chart**

Teacher Name	Crado
reachernaine —————	

Student Name	Pretest		Posttest		
	Total No. Correct	% Score	Total No. Correct	% Score	Comparison /Notes
					-
					-
					1
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