

## 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 groups. We recommend administering the Pretest and Posttest individually, or to small groups of four or five 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 eight pages long. It includes five short passages and a total of sixteen multiple-choice questions. These sixteen items measure four "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, "Compare and Contrast" and "Identify Sequence" are grouped together in one cluster because they involve similar thinking skills (determining how ideas or events are related). Each cluster has been labeled with a title that reflects the key thinking skill, such as "Relating Ideas."

Plan for about 20 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. If children have too much difficulty with this kind of assessment, especially at the beginning of the year, you may want to discontinue the assessment and try again at a later time.

### To administer the Pretest:

- 1. Make a copy of the test for each child.
- 2. Write the child's name and the date at the top of each test page.
- **3.** Give each child a crayon, pencil, or marker for circling answers.
- **4.** Read the directions and the sample item on the first page and make sure children understand what to do.
- 5. Instruct children to listen as you read each passage and the questions.
- **6.** For each question, instruct children to choose the best answer and draw a circle around the picture.
- 7. When children have finished, collect the tests.

### To score the Pretest:

- 1. Make a copy of the Individual Pretest/Posttest Scoring Chart (see Posttest) for each child.
- 2. Refer to the Pretest Answer Key.
- 3. Mark each question correct or incorrect on the test page.
- **4.** To find the total test score, count the number of items answered correctly.
- **5.** Within each cluster, use the Individual Pretest/Posttest Scoring 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 child's current level of reading/listening comprehension, 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 child's score on a particular cluster can pinpoint specific instructional needs. A child 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 a child's 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 contains 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 child's current level of reading/listening comprehension, as well as his or her proficiencies in the strategies being tested. Compare each child's scores on the Pretest and Posttest—and on each strategy cluster within the tests—to evaluate the child's progress since the beginning of the year.

### **Directions for Administering the Pretest**

This section provides specific directions for administering the Pretest to one or more children. When you are ready to begin, read through the sample question and instruct children to mark their answers. Hold up a copy of the test page with the answer circled as a model to show what it looks like. Then proceed with the Pretest by reading the passages and items. Pause after each question to allow time for children to mark their answers. If at any time children seem to be having great difficulty with this kind of testing, discontinue the assessment and try again at another time.

To begin, be sure children have the first page of the Pretest in front of them. Read aloud the directions printed in **bold** type.

Today I am going to read some stories. I will ask you some questions about each story. Listen carefully and follow along as I read. Then answer each question. First we will read a practice question.

### Sample

I am going to read a sentence about a girl named Emma. Then I am going to ask a question. Listen to this sentence:

Emma has a new kite with a long tail.

Now put your finger on the row where you see the little toy car. Look at the pictures. What does Emma have? Does she have a flower . . . a key . . . or a kite? Draw a circle around the picture that shows what Emma has. (Pause.) You should have made a circle around the kite. That is the correct answer.

Answer any questions that children may have. When children are ready, administer the test by reading these directions. Check to make sure children are on the correct page.

Now I am going to read you a story about Manny the Elephant. Then I will ask you two questions about the story. Listen carefully.

One day, Manny the Elephant is eating hay in his house. He feels sad. "No one comes to see me," thinks Manny. Then he hears a noise. He walks out the door of his house and looks through the bars. Five children are waiting for him. They clap and cheer when he comes out. "Finally," thinks Manny. "I have some visitors!"

- 1. Put your finger on the row where you see the shoe. Now look at the pictures. In this story, where is Manny? Is he in the forest . . . in the zoo . . . or in a barn? Draw a circle around the picture that shows where Manny is.
- 2. Move down to the next row where you see the apple. Now look at the pictures. How does Manny feel when he is eating hay? Does he feel sad . . . angry . . . or happy? Draw a circle around the picture that shows how Manny feels when he is eating hay.

Tell children to turn to the next page.

### Now I am going to read a story about something you can make.

You can make a parachute for your favorite toy person. It's easy to do. All you need is a paper napkin and four pieces of string. First, open up the napkin. Next, tie one string to each corner of the napkin. Then, tie all four strings to your toy. Now your toy has a parachute! You can drop your toy. It will float to the floor.

- 3. Put your finger on the first row where you see the star. Now look at the pictures. What should you do first? Should you tie the threads on the napkin . . . place the napkin on a table . . . or open the napkin? Draw a circle around the picture that shows what you should do first.
- 4. Move down to the next row where you see the dog. Now look at the pictures. If you follow these directions, what do you have when you finish? Draw a circle around the picture that shows what you have when you finish.

Now I am going to read a story about a girl named Kayla. Then I will ask four questions about the story. Listen carefully.

On Friday, Kayla made a paper bluebird at school. It had paper wings. It was colored blue. After school, Kayla brought the bluebird home and showed it to her mom. Kayla and her mom hung the bluebird over her bed on a string. That night, Kayla brushed her teeth and climbed into bed. She looked up at the bluebird and smiled. It was so pretty! Then Mom turned off the light, and Kayla closed her eyes.

- 5. Put your finger on the row where you see the sun. Now look at the pictures. In this story, what will happen next? Will Kayla show the bird to her mom . . . fly like a bird . . . or go to sleep? Draw a circle around the picture that shows what will happen next.
- 6. Move down to the next row where you see the umbrella. Now look at the pictures. Where did Kayla get the bluebird? Did she get it from a nest . . . at school . . . or at the store? Draw a circle around the picture that shows where Kayla got the bluebird.

Tell children to turn to the next page.

- 7. Put your finger on the row where you see the teddy bear. Now look at the pictures. What does Kayla do just before she goes to bed? Does she make a bird . . . brush her teeth . . . or read a book? Draw a circle around the picture that shows what Kayla does just before she goes to bed.
- 8. Move down to the next row where you see the house. Now look at the pictures. How does Kayla feel when she goes to bed? Does she feel happy . . . surprised . . . or sad? Draw a circle around the picture that shows how Kayla feels when she goes to bed.

Now I am going to read a story about a kind of food. Then I will ask four questions about the story. Listen carefully.

Farmers grow a lot of corn. Ears of corn grow on tall plants. Farmers grow corn because it has many uses. Corn is a good food for farm animals. Pigs and cows like to eat corn. It is a good food for people, too. People like to eat sweet corn on the cob. Corn is used to make cereal. It is used to make bread, tortillas, and muffins. It is used to make popcorn and corn oil. Corn is used for many things.

- 9. Put your finger on the row where you see the fish. Now look at the pictures. What is this story mostly about? Is it about pigs . . . farmers . . . or corn? Draw a circle around the picture that shows what the story is mostly about.
- 10. Move down to the next row where you see the cat. Now look at the pictures. Which animal likes to eat corn? Is it a dog . . . a cow . . . or a horse? Draw a circle around the picture of an animal that likes to eat corn.

Tell children to turn to the next page.

- 11. Put your finger on the row where you see the moon. Now look at the pictures. Some farmers grow corn because it can be used to make what? Can it be used to make cereal . . . ice cream . . . or mashed potatoes? Draw a circle around the picture of something that is made from corn.
- 12. Move down to the next row where you see the ball. Now look at the pictures. Which picture shows a kind of corn you would see at a movie theater? Draw a circle around the picture that shows a kind of corn you see at a movie theater.

Now I am going to read a story about bees and ants. Then I will ask four questions about the story. Listen carefully.

Bees and ants are fascinating. They are alike in some ways. Both bees and ants are insects. They have six legs. All bees have wings and can fly. Most ants do not have wings. They stay on the ground. Bees live in a hive, and they can sting. Ants live in a nest under the ground, and they can bite. Both bees and ants live in large groups and work together. Bees have a queen, and ants do, too. The worker bees bring food for the queen. Worker ants bring food for their queen, too.

- 13. Put your finger on the row where you see the sock. Now look at the pictures. What can bees do that ants cannot do? Can bees dig under the ground ... bite your toe ... or fly in the air? Draw a circle around the picture of something that bees can do but ants cannot.
- 14. Move down to the next row where you see the paintbrush. Now look at the pictures. What do both bees and ants have? Is it a hive . . . a queen . . . or an underground nest? Draw a circle around the picture of something both bees and ants have.

Tell children to turn to the next page.

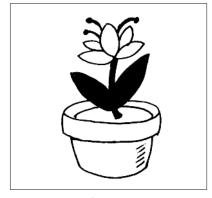
- 15. Put your finger on the row where you see the book. Now look at the pictures. You can tell from this story that all insects have what? Do all insects have teeth . . . stingers . . . or six legs? Draw a circle around the picture of something that all insects have.
- 16. Move down to the next row where you see the truck. Now look at the pictures. Which picture shows something you learned about in this story? Draw a circle around the picture that shows something you learned about in the story.

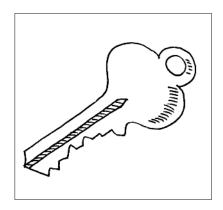
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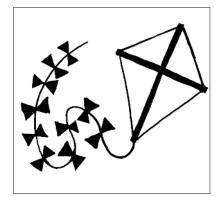
### **Answer Key**

- 1. in the zoo (2nd picture)
- 2. sad (1st picture)
- **3.** open the napkin (3rd picture)
- 4. toy man with parachute (2nd picture)
- **5.** go to sleep (3rd picture)
- 6. at school (2nd picture)
- 7. brush her teeth (2nd picture)
- 8. happy (1st picture)
- **9.** corn (3rd picture)
- 10. cow (2nd picture)
- 11. cereal (1st picture)
- 12. popcorn (3rd picture)
- **13.** fly in the air (3rd picture)
- 14. a queen (2nd picture)
- 15. six legs (3rd picture)
- 16. bee and ant (1st picture)



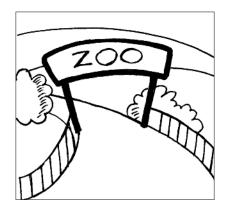


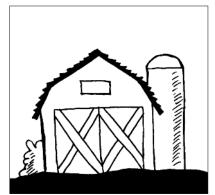




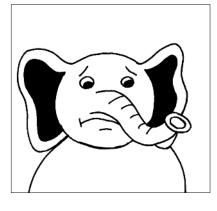




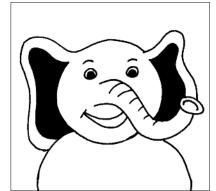




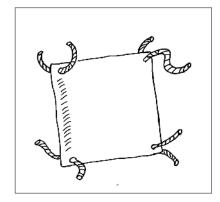


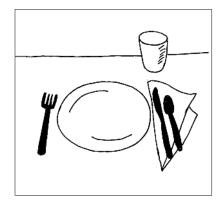


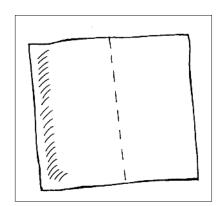




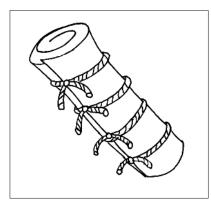


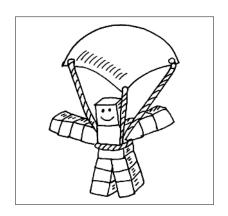


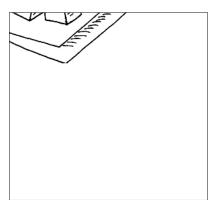








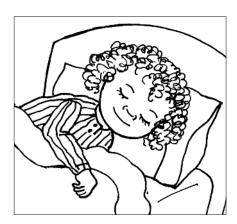




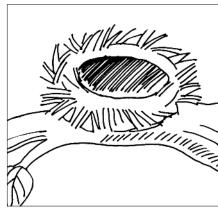


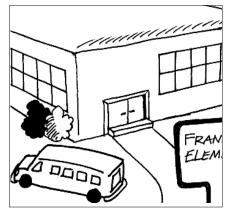










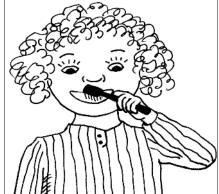






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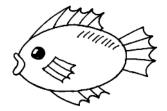










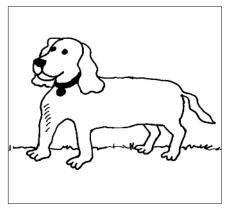


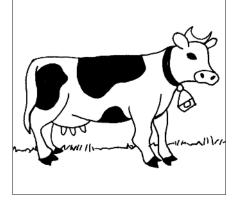


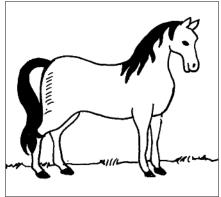




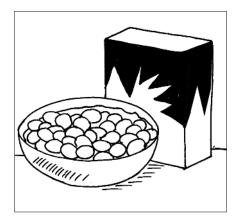


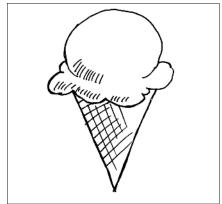


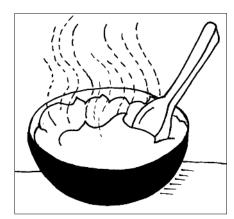


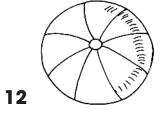


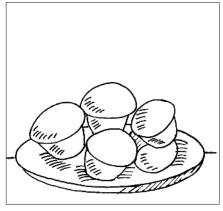


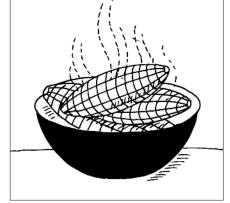










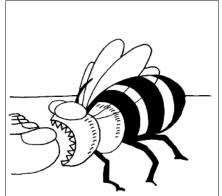






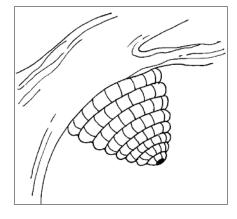
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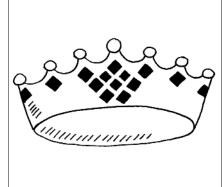


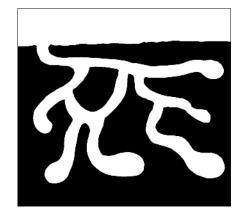


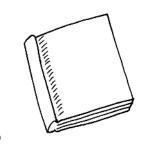




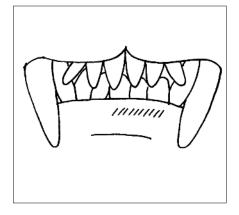


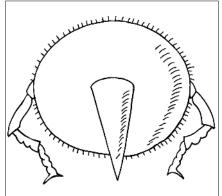


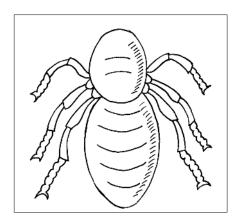


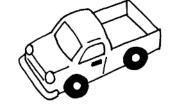


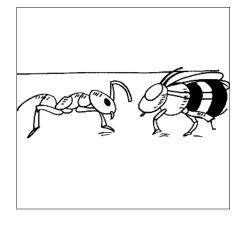
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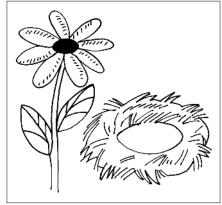














### **Directions for Administering the Posttest**

This section provides specific directions for administering the Posttest to one or more children. When you are ready to begin, read through the sample question and instruct children to mark their answers. Hold up a copy of the test page with the answer circled as a model to show what it looks like. Then proceed with the Posttest by reading the passages and items. Pause after each question to allow time for children to mark their answers.

To begin, be sure children have the first page of the Posttest in front of them. Read the directions printed in **bold** type.

Today I am going to read some stories. I will ask you some questions about each story. Listen carefully and follow along as I read. Then answer each question. First we will read a practice question.

### Sample

I am going to read a sentence about a girl named Emma. Then I am going to ask a question. Listen to this sentence:

Emma has a new kite with a long tail.

Now put your finger on the row where you see the little toy car. Now look at the pictures. What does Emma have? Does she have a flower . . . a key . . . or a kite? Draw a circle around the picture that shows what Emma has. (Pause.) You should have made a circle around the kite. That is the correct answer.

Answer any questions that children may have. When children are ready, administer the test by reading these directions. Check to make sure children are on the correct page.

Now I am going to read you a story about Sandy Squirrel. Then I will ask you two questions about the story. Listen carefully.

Sandy Squirrel looks across the deep, blue water. She says, "I see a patch of ripe berries on the other side. But how can I get there? I can't swim."

Just then, Tommy Turtle pokes his head out of the water. "Hop on my back," says Tommy. "I'll take you to the other side."

Sandy says, "Oh, thank you, Tommy!" Then she hops on the turtle's back.

- 1. Put your finger on the row where you see the shoe. Now look at the pictures. In this story, where is Sandy Squirrel? Is she on a boat . . . near a pond . . . or by a pool? Draw a circle around the picture that shows where Sandy is.
- 2. Move down to the next row where you see the apple. Now look at the pictures. How does Sandy feel about riding on Tommy's back? Does she feel scared . . . angry . . . or happy? Draw a circle around the picture that shows how Sandy feels about riding on Tommy's back.

Tell children to turn to the next page.

Now I am going to read a story about something you can make.

Here's an easy way to make a make a sunny face mask. You need a paper plate, scissors, glue, and some gold glitter. First, have a grown-up cut out two eye holes. Then squeeze out lines of glue all around the edge of the plate. Add a curved line of glue for a big smile. Sprinkle on the glitter to cover all the glue. When the glue is dry, you'll be ready to shine.

- 3. Put your finger on the first row where you see the star. Now look at the pictures. What should you do first? Should you put glue on the plate . . . have a grown-up cut the eye holes . . . or sprinkle on the glitter? Draw a circle around the picture that shows what you should do first.
- 4. Move down to the next row where you see the dog. Now look at the pictures. If you follow these directions, what do you have when you finish? Draw a circle around the picture that shows what you have when you finish.

Tell children to turn to the next page.

Now I am going to read a story about a boy named James. Then I will ask four questions about the story. Listen carefully.

On Wednesday, James came home from school at 3 o'clock. When he walked into his apartment, he found a note on the table. The note said, "James, please hang up your coat. Then put your lunchbox away. After that, you can have a snack. You will find a glass of milk in the refrigerator and a granola bar on the table. I will be home in a few minutes. Love, Mom." Just then, the kitty door opened and Stripes came in. "Hi, Stripes," said James. "You're just in time to have a snack with me."

- 5. Put your finger on the row where you see the sun. Now look at the pictures. In this story, what will happen next? Will James make a sandwich for lunch . . . put his lunchbox away . . . or hang up his coat? Draw a circle around the picture that shows what will happen next.
- 6. Move down to the next row where you see the umbrella. Now look at the pictures. Where does this story take place? Does it take place in school . . . at James's home . . . or at the store? Draw a circle around the picture that shows where the story takes place.

Tell children to turn to the next page.

- 7. Put your finger on the row where you see the teddy bear. Now look at the pictures. What happens at the end of the story? Does James come home from school . . . does James have a snack . . . or does Stripes come in through the kitty door? Draw a circle around the picture that shows what happens at the end of the story.
- 8. Move down to the next row where you see the house. Now look at the pictures. How does James feel when he sees Stripes? Does he feel happy . . . surprised . . . or sad? Draw a circle around the picture that shows how James feels when he sees Stripes.

Now I am going to read a story about a kind of animal. Then I will ask four questions about the story. Listen carefully.

Gerbils are funny little animals. They look a lot like mice. Most gerbils are brown, black, or white. Gerbils usually live in the desert, so they like hot weather and sun. Gerbils make good pets because they are friendly and easy to take care of. They like to eat seeds, nuts, and some greens. Sometimes they will eat vegetables, such as carrots. They need water every day and plenty of exercise. They also need things to chew on, such as cardboard. This keeps their teeth from growing too much.

- 9. Put your finger on the row where you see the fish. Now look at the pictures. What is this story mostly about? Is it about the desert . . . gerbils . . . or vegetables? Draw a circle around the picture that shows what the story is mostly about.
- 10. Move down to the next row where you see the cat. Now look at the pictures. Which animal looks most like a gerbil? Is it a bird . . . a dog . . . or a mouse? Draw a circle around the picture of the animal that looks most like a gerbil.

Tell children to turn to the next page.

- 11. Put your finger on the row where you see the moon. Now look at the pictures. Why do gerbils like hot weather and sun? Is it because they come from the desert . . . because they need plenty of exercise . . . or because they like to eat seeds and nuts? Draw a circle around the picture that shows why gerbils like hot weather and sun.
- 12. Move down to the next row where you see the ball. Now look at the pictures. Which food would gerbils probably like? Would they like a tuna fish sandwich . . . sunflower seeds . . . or a banana? Draw a circle around the picture that shows food that gerbils would probably like.

Tell children to turn to the next page.

Now I am going to read a story about lizards and frogs. Then I will ask four questions about the story. Listen carefully.

Lizards and frogs live in many places. Most lizards like hot, dry areas. They love to lie in the sun. Some lizards can run very quickly, and some are good climbers. Most frogs live in or near water. They like cool, wet places. Unlike lizards, frogs are good swimmers and they like to jump. But they can't run or climb. Frogs can breathe in the water and in air. Lizards and frogs seem very different, but they are alike in some ways. Both lizards and frogs eat bugs and flies. Both have four legs, and both lay eggs.

13. Put your finger on the row where you see the sock. Now look at the pictures. What can many lizards do that frogs cannot do? Can lizards swim . . . breathe in the water . . . or climb? Draw a circle around the picture of something that many lizards can do but frogs cannot.

14. Move down to the next row where you see the paintbrush. Now look at the pictures. How are frogs and lizards alike? Do they both like hot dry, places . . . eat bugs and flies . . . or live in water? Draw a circle around the picture of one way frogs and lizards are alike.

Tell children to turn to the next page.

- 15. Put your finger on the row where you see the book. Now look at the pictures. In which of these places would you find the most lizards? Draw a circle around the picture of the place where you would find the most lizards.
- 16. Move down to the next row where you see the truck. Now look at the pictures. Which picture shows something you learned about in this story? Draw a circle around the picture that shows something you learned about in the story.

### **Answer Key**

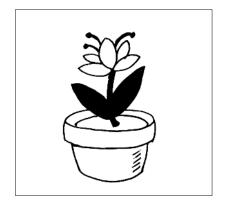
- near a pond (2nd picture)
- 2. happy (3rd picture)
- 3. cut the eye holes (2nd picture)
- plate with face (3rd picture)
- hang up his coat (3rd picture)

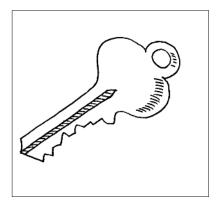
- **6.** at James's home (2nd picture)
- 7. Stripes comes in (3rd picture)
- 8. happy (1st picture)
- **9.** gerbils (2nd picture)
- **10.** mouse (3rd picture)
- because they come from desert (1st picture)

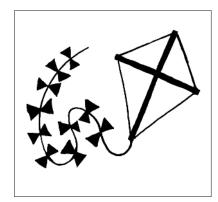
- **12.** sunflower seeds (2nd picture)
- 13. climb (3rd picture)
- **14.** Both eat bugs and flies. (2nd picture)
- 15. desert (2nd picture)
- **16.** lizard and frog (1st picture)

# **Posttest**

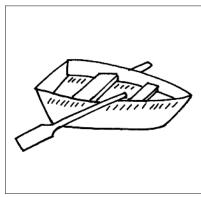
### Sample



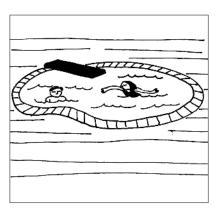




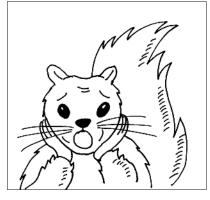


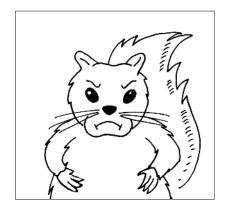






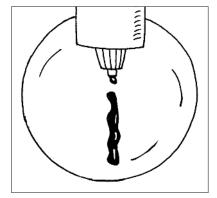


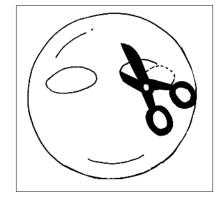


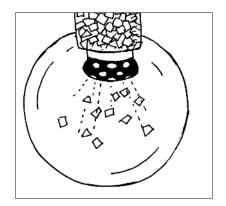




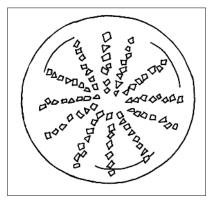


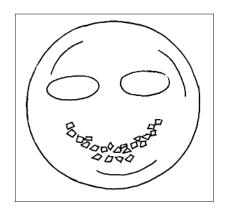


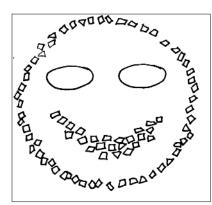








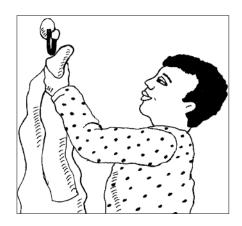




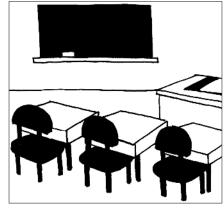


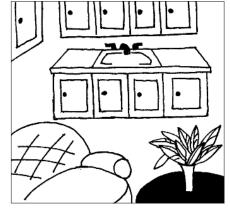


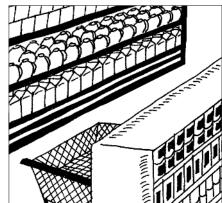


















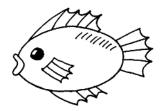




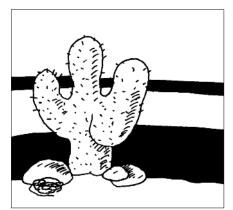




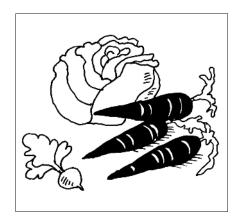




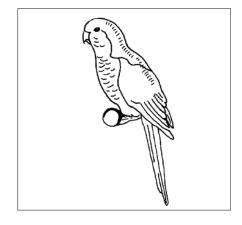
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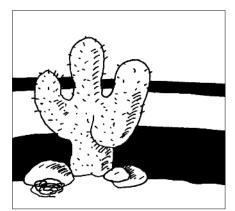


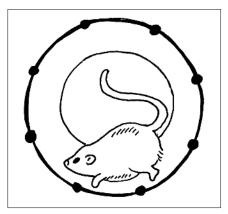


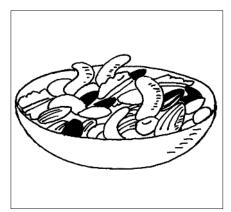


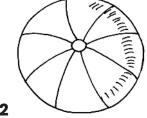




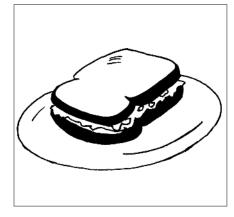




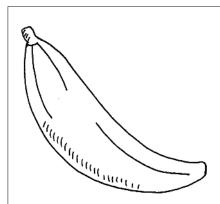




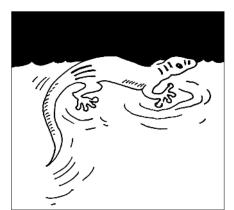


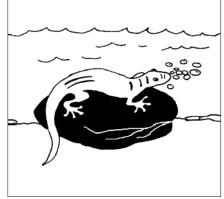






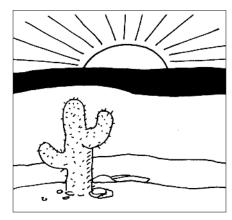


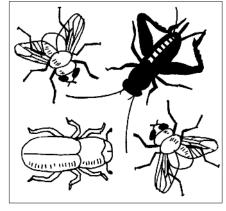




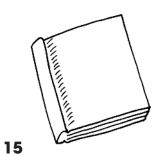


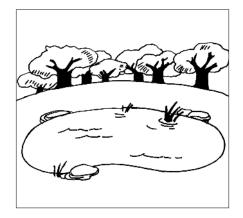


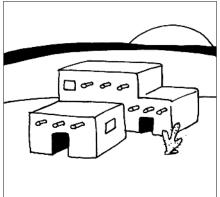






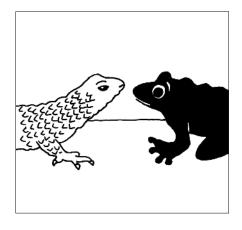




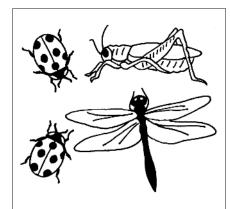












<b>Individual Pretest/Posttest Scoring Chart</b>	
Student Name	Date
Teacher Name	Grade

Cluster Comprehension and Word Solving Skills	Item Numbers	Pretest Score	Posttest Score
Story Elements     Analyze Character     Analyze Story Elements	2, 6, 7, 8	/4	/4
2 Relating Ideas Compare and Contrast Identify Cause and Effect Identify Sequence or Steps in a Process	3, 11, 13, 14	/4	/4
3 Inferences and Conclusions Draw Conclusions Make Inferences Make Predictions	1, 5, 12, 15	/4	/4
4 Finding Important Information Identify Main Idea and Supporting Details Summarize or Paraphrase Information	4, 9, 10, 16	/4	/4
	TOTAL	/16	/16

Pretest Score		Posttest Score		
Number Correct/Total	umber Correct/Total Percent Score		Percent Score	
/16	%	/16	%	

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	Prefest	/ Pusitest	Scuring	

Teacher Name	Grade
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Student Name	Pretest		Post	Posttest	
	Total No. Correct	% Score	Total No. Correct	% Score	Comparisor /Notes
					_
					+
					+
					1
					1