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Introduction

Comprehension is the goal of every reading task. The *Read and Succeed: Comprehension* series can help lay the foundation of comprehension skills that are essential for a lifetime of learning. The series was written specifically to provide the purposeful practice students need in order to succeed in reading comprehension. The more students practice, the more confident and capable they can become.

Why You Need This Book

- **It is standards based.** The skill practice pages are aligned to the Mid-continent Research for Education and Learning (McREL) standards. (See page 7.)
- **It has focused lessons.** Each practice page covers a key comprehension skill. Skills are addressed multiple times to provide several opportunities for mastery.
- **It employs advanced organization.** Having students encounter the question page first gives them a “heads up” when they approach the text, thereby enhancing comprehension and promoting critical-thinking abilities.
- **It has appropriate reading levels.** All passages have a grade level calculated based on the Shell Education leveling system, which was developed under the guidance of Dr. Timothy Rasinski, along with the staff at Shell Education.
- **It has an interactive whiteboard-compatible Teacher Resource CD.** This can be used to enhance instruction and support literacy skills.

How to Use This Book

First, determine what sequence will best benefit your students. Work through the book in order (as the skills become progressively more difficult) to cover all key skills. For reinforcement of specific skills, select skills as needed.

Then determine what instructional setting you will use. See below for suggestions for a variety of instructional settings:

Whole-Class or Small-Group Instruction	Independent Practice or Centers	Homework
Read and discuss the Skill Focus. Write the name of the skill on the board.	Create a folder for each student. Include a copy of the selected skill practice page and passage.	Give each student a copy of the selected skill practice page and passage.
Read and discuss responses to each question. Read the text when directed (as a group, in pairs, or individually).	Have students complete the skill practice page. Remind them to begin by reading the Skill Focus and to read the passage when directed.	Have students complete the skill practice page. Remind them to begin by reading the Skill Focus and to read the passage when directed.
Read and discuss the Critical Thinking question. Allow time for discussion before having students write their responses.	Collect the skill practice pages and check students' answers. Or, provide each student with a copy of the answer key (pages 138–149).	Collect the skill practice pages and check students' answers. Or, provide each student with a copy of the answer key (pages 138–149).



Main Idea and Details

Skill Focus



When you read, decide what the text is mostly about. That is the main idea. The main idea is supported by details. Some of the details are important. Others are not as important.

1. Read the text. Write one example of a fad.

2. Write the main idea of the text in the graphic organizer below. In the smaller sections, write the details that support the main idea. Include the three *most important* details.

Main Idea		
Detail	Detail	Detail

Critical Thinking



How did you decide which details to include and which to leave out?

Fad-tastic Fads

Silly toys. Goofy hairstyles. Funny dances. Every year seems to have its fads.

A fad is something that happens fast. All of a sudden, everyone wants to have it or do it. Then the fad usually ends as quickly as it started. Do you remember those little stuffed animal pets? You could go online to feed and walk them. Every kid seemed to have one. They were a fad.

Ask your mom or dad about fads they remember. Ask your grandma and grandpa, too. You might hear about toys such as Rubik's Cubes, Cabbage Patch Dolls®, and pet rocks. Hula-hoops were a big toy fad in the 1950s. In the 1980s, kids and teens loved Pac-Man. This video game was so popular that a song about it also became a hit.

Hairstyles and clothes can be fads, too. So can jewelry. Your mom and grandma might remember mood rings or toe socks. They might tell you how they once wore their hair “feathered” to look like actress Farrah Fawcett. Back then, everyone wanted “big hair.”

Sometimes, the fad is something you do. Gulping down live goldfish was a fad in 1939. Teens held contests. The winner was whoever swallowed the most fish. Eww! Break dancing was a fad in the 1980s. Everyone tried to do a dance step called the moonwalk. Singer Michael Jackson had made it famous.

What are the fads at your school right now? What do you think the next fad will be?



Infer

Skill Focus



When you infer, you make decisions based on information you read. The information is not given. You have to figure it out from the information provided. You may need to reread the story to decide the answers.

1. Read the story. Name the first three things that happened that let Kira know something odd is happening.

2. Why did Pete take Kira out for an ice cream breakfast?

3. Why did Kira's family have the party two days before her birthday?

Critical Thinking



Why did Kira's family act so strange on Saturday?

One Strange Morning

When I woke up Saturday morning, I knew something was different. I couldn't hear my big brother, Pete, snoring in his room. Where was he anyway? I went to ask Mom, but I couldn't find her, either.

I went outside to see if the car was there, and it wasn't. I had been left home alone! That had never happened before. Then I saw my neighbor, Mrs. Huang, walking her dog. I asked her if she had seen my family. She mumbled something, scooped up her poodle, and hurried inside her house. Since she's usually friendly, this was strange.

It got even more weird when I saw the family car come around the corner, slow down, and then speed up and drive past my house! I started to run after it, but I saw Pete walking toward me. "Hey, Kira" he said, "let's go get, um, er, some ice cream." He grabbed my arm and led me to the corner shop. There, we ate huge ice cream sundaes for breakfast as if that was what we always did! By now I was pretty sure that aliens had taken over my family's bodies.

It was two days before my birthday. Yet when we got home, I saw that there was a giant "Happy Birthday!" sign on our garage. Inside were my parents, my grandparents, two of my closest friends, and even Mrs. Huang. And, there was a puppy! He was my special surprise. But the best part of the surprise party was finding out that aliens had not replaced my family.

