

Table of Contents

Introduction	4	Main Idea (<i>Light Sticks</i>)	70
Research Support for the <i>Read and Succeed: Comprehension Series</i>	5	Details (<i>A Giant Red Ant</i>)	72
Standards Correlations	6	Details (<i>Johnson Space Center</i>)	74
McREL Correlations Chart	7	Main Idea and Details (<i>Confucius, the Great Chinese Philosopher</i>)	76
Activities and Passages		Chronological Order (<i>The Ancient Olympics</i>)	78
Preview (<i>The Trip of a Lifetime</i>)	8	Chronological Order (<i>Thomas Jefferson</i>)	80
Preview (<i>Cleopatra: Queen of Egypt</i>)	10	Logical Order (<i>Help Nature to Recycle</i>)	82
Predict (<i>Diego Rivera, An Eccentric Artist</i>)	12	Logical Order (<i>Hydroponics</i>)	84
Predict (<i>The Mysterious Maiden</i>)	14	Fact and Opinion (<i>Change Comes to School Lunches</i>)	86
Prior Knowledge (<i>May the Force Be With You!</i>)	16	Fact and Opinion (<i>Pablo Picasso</i>)	88
Prior Knowledge (<i>Natural Forces: Electricity and Magnetism</i>)	18	Proposition and Support (<i>School Garbage</i>)	90
Set a Purpose (<i>Unseen Volcanoes Build New Land</i>)	20	Proposition and Support (<i>Fighting for Survival</i>)	92
Set a Purpose (<i>Niagara Falls</i>)	22	Author's Purpose (<i>I'm Sorry</i>)	94
Ask Questions (<i>School Website</i>)	24	Author's Purpose (<i>A Visit to Saturn</i>)	96
Ask Questions (<i>Our Energetic World</i>)	26	Compare and Contrast (<i>A Difficult Choice</i>)	98
Make Connections (<i>Rides to Remember</i>)	28	Compare and Contrast (<i>African Ecosystems</i>)	100
Make Connections (<i>The First Day at a New School</i>)	30	Classify (<i>Taste</i>)	102
Context Clues (<i>The Boy Who Hated Tests</i>)	32	Classify (<i>At the Library</i>)	104
Context Clues (<i>George Washington Carver</i>)	34	Cause and Effect (<i>Belling the Cat</i>)	106
Visualize (<i>Running Lobster Traps</i>)	36	Cause and Effect (<i>Trouble in the Coral Reefs</i>)	108
Visualize (<i>Sofia's Quinceañera Gown</i>)	38	Draw Conclusions (<i>At the Pond</i>)	110
Story Elements (<i>Maritza's Dilemma</i>)	40	Draw Conclusions (<i>Blizzard!</i>)	112
Story Elements (<i>Sleepover at the Art Museum</i>)	42	Infer (<i>Your Skeleton and Muscles</i>)	114
Plot (<i>The Auto Show</i>)	44	Infer (<i>Danger from the Sky</i>)	116
Plot (<i>An Important Race</i>)	46	Summarize (<i>Ballet</i>)	118
Characters (<i>Captain Butterbeard Addresses His Crew</i>)	48	Summarize (<i>Ancient Greece</i>)	120
Characters (<i>King Midas's Golden Touch</i>)	50	Paraphrase (<i>"Green" Cell Phones</i>)	122
Title and Headings (<i>Oysterville Crate Race</i>)	52	Paraphrase (<i>Roberto Clemente</i>)	124
Title and Headings (<i>An Amazing Machine</i>)	54	Table of Contents (<i>The Twentieth Century</i>)	126
Typeface and Captions (<i>Zoos: Old and New</i>)	56	Table of Contents (<i>Teamwork</i>)	128
Typeface and Captions (<i>Light</i>)	58	Index (<i>History of Schools</i>)	130
Graphics (<i>For the Record</i>)	60	Index (<i>Earth's Biomes</i>)	132
Graphics (<i>Shaking and Quaking</i>)	62	Glossary (<i>Wetlands</i>)	134
Topic Sentences (<i>Earth's Cycling Seasons</i>)	64	Glossary (<i>History of Money</i>)	136
Topic Sentences (<i>Firefighters</i>)	66	Answer Key	138
Main Idea (<i>Milo the Victorious</i>)	68	Contents of the Teacher Resource CD	150

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 so important.

1. Read the text. Look for the main idea and details. Write the main idea of each paragraph.

Main Idea	Detail
Paragraph 1:	
Paragraph 2:	
Paragraph 3:	
Paragraph 4:	
Paragraph 5:	

2. Write one detail for the main idea of each paragraph.

Critical Thinking



How did you decide which details to include and which to eliminate?

Confucius, the Great Chinese Philosopher

In China long ago lived a man named Confucius. His teachings changed Chinese culture, and his influence continues today. Great thinkers called philosophers wondered about their laws and questioned, “Is this really right?” Confucius was one of these thinkers.

Confucius read many books that helped him think of ways in which his government could improve. He saw how the poor starved when the harvests failed. He watched the government abuse its power. Confucius wanted to help those in need, and he wanted to end wars. He devoted his life to this cause.

Confucius started a school and invited both nobles and peasants to learn. This was shocking. At that time, people believed that only nobles could be educated. Confucius knew that education could make people equal. His school was free. It had just one requirement: each student had to love learning.

Confucius taught his students that the government should help everyone have good lives. Rulers should earn their power through their concern for their people. He told his students to speak out against dishonest, corrupt rulers. It’s not surprising that some rulers disliked him.

China would not be what it is today without Confucius’s teachings. Other societies have followed his ideas as well. If Confucius were alive today, he would be amazed. He died thinking that he had not changed China. Yet he had changed the world.



Statue of Confucius

Cause and Effect

Skill Focus



A cause makes something happen. The effect is what happens. When you read, notice cause and effect relationships. This will help you to understand how and why things occur.

1. Read the text. List three things people have done to cause harm to coral reefs.

Cause: _____

Cause: _____

Cause: _____

2. What is the effect of the world's oceans becoming warmer on coral reefs?

3. Why should we be concerned about the health of coral reefs?

Critical Thinking



What could possibly happen if all the coral reefs died?

Trouble in the Coral Reefs

For millions of years, there have been underwater ecosystems called *coral reefs*. They have provided homes and food for thousands of living things. Fish and sea birds live near the reefs. They share it with giant clams, sea turtles, crabs, starfish, and many others. Now these beautiful places are in danger. So are the sea plants and animals near them. Scientists blame it on people and pollution. We have ruined more than one-fourth of Earth's coral reefs. Unless things change, all of the remaining reefs may die.

Some people think that coral is stone because it is rough and hard, but that is not true. Coral is actually a tiny animal! Tiny coral polyps form coral reefs. They have many different colors. These colors come from the algae living in the coral. The algae are food for the coral polyps.

Billions of coral polyps stick together. New ones grow on the skeletons of dead coral. This happens year after year. Over thousands of years, the coral builds up a reef. The reef rises from the ocean floor and grows until it almost reaches the sea's surface.

Unfortunately, people have harmed the coral reefs in multiple ways. They have broken off pieces to sell or keep for themselves. To catch fish, people have dropped sticks of dynamite into the water. This has blown up parts of reefs. Water pollution has caused the sea plants near coral reefs to overgrow, blocking the sunlight that the algae need to survive.

The worst problem the coral reefs face is that the world's oceans are getting warmer. Warm water kills the algae. When the algae die, the coral loses both its food and its color. The coral turns white and dies. Scientists call this process *coral bleaching*. The bleached part of a coral reef cannot recover.

sea turtle



red finger sponge



bleached coral

