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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:

<b>Whole-Class or Small-Group Instruction</b>	<b>Independent Practice or Centers</b>	<b>Homework</b>
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).

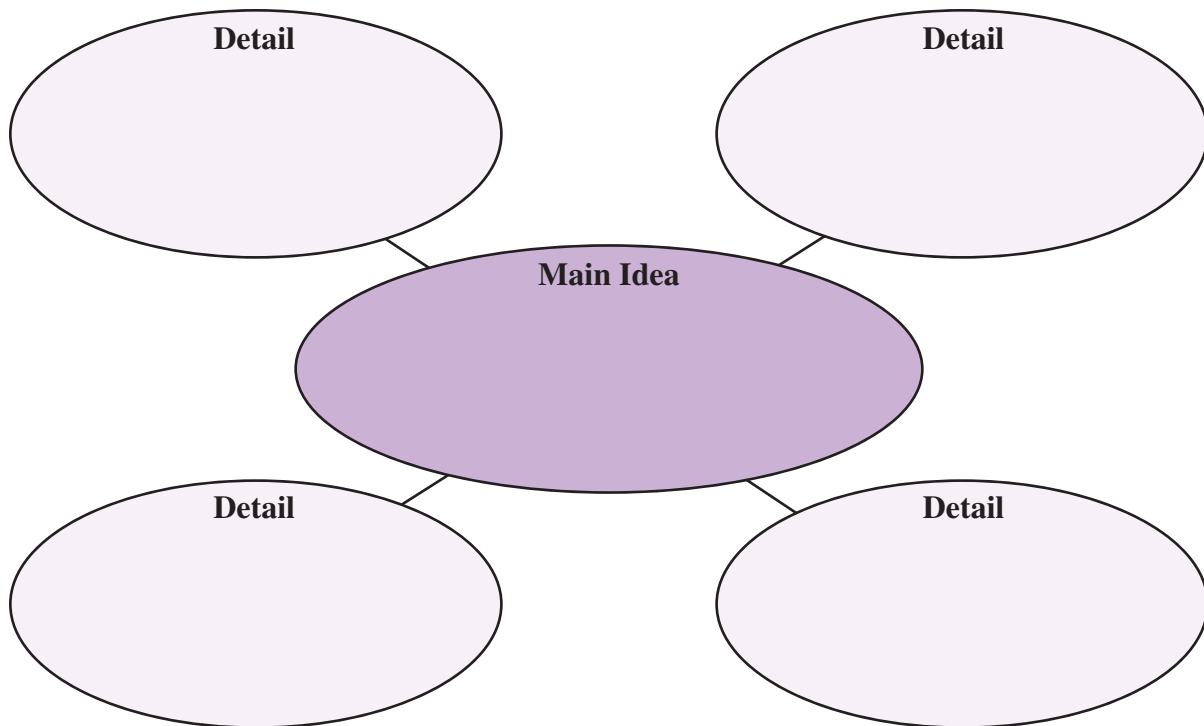
# Main Idea and Details

## 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. Write the main idea in the center below.



2. Write the four most important details in the remaining ovals above. You can combine details.

## Critical Thinking



How did you decide which details are relevant and which ones are not?

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# Falling Leaves

When we think of autumn, one of the first things to come to mind are leaves falling off trees. If you live in a climate where it turns cool in the fall, you've probably seen leaves turn yellow or orange around October and start to fall. Most people think that it's because of the cold temperatures or that the winds whip the dry leaves off branches.

As it turns out, falling leaves have little to do with the cold or wind. In reality, trees throw off their leaves in the fall. According to Peter Raven, president of the Missouri Botanical Garden and a renowned botanist, it has to do with hormones in deciduous, or leaf-dropping, trees. In the Northern Hemisphere, as the days grow shorter and colder, a hormone is triggered that sends a message to every leaf. It basically says, "Time to go!" Raven says that this causes a thin, bumpy line of cells to form where the leaf stem meets the branch. These tiny cells are designed to act like scissors, and they essentially cut the leaves from the stem.

But why are trees programmed to shed their leaves each fall? Raven explains that they simply aren't needed anymore. During the spring, summer, and early fall, leaves make the food that helps the tree thrive. When the days get shorter and food production slows, the tree knows to get rid of the old leaves before they freeze and die. That way, the tree makes room for new leaves in the spring.

So the next time you see leaves falling from a tree, you'll know that it's just the tree taking care of business!





# Summarize

## Skill Focus



*A summary sentence tells what a paragraph is about. It may be at the start or the end of a paragraph. If there is no summary sentence, think how you could state the main idea in one sentence.*

1. Read the text. Write a summary sentence for the text under the first heading.

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2. Write a summary sentence for the text under the second heading.

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3. Write a summary sentence for the information under the third heading.

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4. Write a short paragraph that summarizes the whole text.

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## Critical Thinking



How does writing a summary of a text help you concentrate on its main idea?

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# The Iroquois

## Life in a Longhouse

The Iroquois people lived in villages of longhouses. These were large wood-frame buildings covered with sheets of elm bark. Iroquois longhouses were up to 100 feet (30.5 m) long or more. Each one housed an entire clan (as many as 60 people). Each had two doors and no windows, with one door located at each end. Inside the longhouses, platforms lined the walls. They were used for sleeping and for storage. The door of each longhouse had a carving or painting of the clan that lived within. This was important because all people of the same clan were related—a large, extended family. Clans were based on an animal ancestor such as a beaver, a hawk, a porcupine, or a turtle.

## Food

The Iroquois ate a varied diet because the people farmed, hunted, and fished. The majority of their food came from farming. Iroquois women and children did most of the farming and gathering. They planted crops of corn, beans, and squash. They searched out and harvested wild berries and chestnuts. The food was carefully stored for use during the winter.

Iroquois men did most of the hunting, using bows and arrows to kill deer, elk, and wild turkey. Wherever an Iroquois village was near a river, fishing was also a main food source. Typical Iroquois dishes included cornbread, soups, and stews.



## Wampum

Since the Iroquois had no writing system, they relied on the spoken word to pass down their history, rituals, and traditions. In order to help them remember things, the Iroquois created wampum out of white and purple shell beads (made from crab shells). Belts had wampum bead designs that represented significant events. These belts could be used as a kind of currency, but they were more culturally important as an art form and historical record. Why? Most Iroquois traded for what they needed, so money was of little value.