

## Table of Contents

<b>Introduction</b> . . . . .	4	Details ( <i>Help Is Just a Click Away</i> ) . . . . .	74
<b>Research Support for the Read and Succeed: Comprehension Series</b> . . . . .	5	Main Idea and Details ( <i>Fad-tastic Fads</i> ) . . . . .	76
<b>Standards Correlations</b> . . . . .	6	Time Order ( <i>Seaweed Scare</i> ) . . . . .	78
<b>McREL Correlations Chart</b> . . . . .	7	Time Order ( <i>Death Valley</i> ) . . . . .	80
<b>Activities and Passages</b> . . . . .	8	Logical Order ( <i>Patty the Milkmaid</i> ) . . . . .	82
Preview ( <i>In Your Closet</i> ) . . . . .	8	Logical Order ( <i>How to Make an Ice Cream Sundae</i> ) . . . . .	84
Preview ( <i>The International Space Station</i> ) . . . . .	10	Fact and Opinion ( <i>Letter to My Pen Pal</i> ) . . . . .	86
Predict ( <i>Guess What It Is</i> ) . . . . .	12	Fact and Opinion ( <i>The Sugar Maple Tree</i> ) . . . . .	88
Predict ( <i>Coyote and the Scorpion</i> ) . . . . .	14	Proposition and Support ( <i>Pajamas Belong at School</i> ) . . . . .	90
Prior Knowledge ( <i>Colorful Crayons</i> ) . . . . .	16	Proposition and Support ( <i>Eating Right</i> ) . . . . .	92
Prior Knowledge ( <i>Interview with the Springside School Vampire</i> ) . . . . .	18	Author's Purpose ( <i>Exciting Air Shows</i> ) . . . . .	94
Set a Purpose ( <i>A Visit to the Zoo</i> ) . . . . .	20	Author's Purpose ( <i>Wanted: Relaxation</i> ) . . . . .	96
Set a Purpose ( <i>Games Worth Playing</i> ) . . . . .	22	Compare and Contrast ( <i>What Goes Hop, Hop, Hop?</i> ) . . . . .	98
Ask Questions ( <i>Earthquake!</i> ) . . . . .	24	Compare and Contrast ( <i>One Big Croc</i> ) . . . . .	100
Ask Questions ( <i>The Anemone</i> ) . . . . .	26	Classify ( <i>Bikes, Bikes, Bikes</i> ) . . . . .	102
Make Connections ( <i>The Three Fishes</i> ) . . . . .	28	Classify ( <i>Dino Predators Big and Small</i> ) . . . . .	104
Make Connections ( <i>The Girl Who Thought She Was Dumb</i> ) . . . . .	30	Cause and Effect ( <i>Zippety Doo Dah</i> ) . . . . .	106
Context Clues ( <i>You're in Luck</i> ) . . . . .	32	Cause and Effect ( <i>What Makes a Roller Coaster Roll?</i> ) . . . . .	108
Context Clues ( <i>Feathered Thief Boosts Business</i> ) . . . . .	34	Draw Conclusions ( <i>The Dance</i> ) . . . . .	110
Visualize ( <i>Watching Ben</i> ) . . . . .	36	Draw Conclusions ( <i>I Want to Be an Explorer!</i> ) . . . . .	112
Visualize ( <i>A Picnic on Mars</i> ) . . . . .	38	Infer ( <i>The Light Master</i> ) . . . . .	114
Story Elements ( <i>For Grandpa</i> ) . . . . .	40	Infer ( <i>One Strange Morning</i> ) . . . . .	116
Story Elements ( <i>The Key</i> ) . . . . .	42	Summarize ( <i>In the Rainforest</i> ) . . . . .	118
Plot ( <i>The Skateboard</i> ) . . . . .	44	Summarize ( <i>Ski Cross Craziiness</i> ) . . . . .	120
Plot ( <i>A Suspect Is Cleared</i> ) . . . . .	46	Paraphrase ( <i>Fun with Fossils</i> ) . . . . .	122
Characters ( <i>Bothersome Benjamin</i> ) . . . . .	48	Paraphrase ( <i>Take Care of Your Teeth!</i> ) . . . . .	124
Characters ( <i>Why Bear Has No Tail: An American Indian Legend</i> ) . . . . .	50	Table of Contents ( <i>History of Baseball</i> ) . . . . .	126
Title and Headings ( <i>Getting the News: Then and Now</i> ) . . . . .	52	Table of Contents ( <i>The Industrial Revolution</i> ) . . . . .	128
Title and Headings ( <i>Why Measure?</i> ) . . . . .	54	Index ( <i>Inventions in the Food Industry</i> ) . . . . .	130
Typeface and Captions ( <i>Not So Different</i> ) . . . . .	56	Index ( <i>The Five Senses</i> ) . . . . .	132
Typeface and Captions ( <i>Bike Beginnings</i> ) . . . . .	58	Glossary ( <i>The Human Life Cycle</i> ) . . . . .	134
Graphics ( <i>Outer Space</i> ) . . . . .	60	Glossary ( <i>Mammals</i> ) . . . . .	136
Graphics ( <i>Your Lungs and How They Work</i> ) . . . . .	62	<b>Answer Key</b> . . . . .	138
Topic Sentences ( <i>The Caribbean Sea</i> ) . . . . .	64	<b>Contents of the Teacher Resource CD</b> . . . . .	150
Topic Sentences ( <i>Be a Responsible Consumer!</i> ) . . . . .	66		
Main Idea ( <i>Seahorses</i> ) . . . . .	68		
Main Idea ( <i>The Octopus</i> ) . . . . .	70		
Details ( <i>Cyber Kids to the Rescue</i> ) . . . . .	72		

## 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.

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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.

<b>Main Idea</b>		
<b>Detail</b>	<b>Detail</b>	<b>Detail</b>

## Critical Thinking



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

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# 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.

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

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

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## Critical Thinking



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

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# 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.

