

Reading Comprehension

Read the passage and answer the questions below

At the end of the year, our class put on a play. It was called "The Princess and the Lion". Our teacher, Miss Megan wrote it. All the children in the class acted in it. Andy was the king. Sue was the queen. Kim was the lion. He wore a lion costume. I was the princess. My costume was beautiful. I wore a long blue dress. Lots of people came to see the play. Mum, dad and my brother were there. It was a lot of fun. Everyone enjoyed it. After the play, dad said "you were a beautiful princess, Alice!"



A) Answer the following questions :

1. Who is the narrator of this story ?

.....

2. What did Alice wear ? Why ?

.....

B) Choose the correct answer :

3. wore a king costume.

a) Kim

b) Andy

c) Sue

4. Alice's didn't come to see her.

a) father

b) mother

c) grandmother

Stories For Reading Comprehension 3

Xiaolong Qi



Stories For Reading Comprehension 3:

Stories for Reading Comprehension L. A. Hill, 1985-01-01 *Reading and Writing* Wendy Wren, 1998 This photocopiable book provides a resource for the Literacy Hour the National Curriculum for English and the Scottish Guidelines for English Language 5 14 Covering the key requirements for text level work comprehension and composition it provides sections of structured lesson plans on the main genres narrative non fiction poetry and plays 90 linked copymasters which include extracts from books and poems continuing and end of section assessments and National Literacy Strategy and Scotland 5 14 planners Understanding and Teaching Reading Comprehension Jane Oakhill, Kate Cain, Carsten Elbro, 2014-08-21 The ultimate aim of reading is not the process but to understand what we read and comprehension can take place at many different levels There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers The Handbook of Reading Comprehension presents an overview of recent findings on reading comprehension and comprehension problems in children It provides a detailed examination of the characteristics of children who have reading comprehension difficulties and examines ways in which comprehension can be supported and improved It is accessibly written for students and professionals with no previous background in the psychology of reading or reading problems This indispensable handbook asks the question what is comprehension The authors consider comprehension of different units of language understanding single words sentences and connected prose and outline what readers and listeners have to do to successfully understand an extended text This book also considers comprehension for different purposes in particular reading for pleasure and reading to learn and explores how reader characteristics such as interest and motivation can influence the comprehension process Different skills contribute to successful reading comprehension These include word reading ability vocabulary knowledge syntactic skills memory and discourse level skills such as the ability to make inferences knowledge about text structure and metacognitive skills The authors discuss how each one contributes to the development of reading comprehension skill and how the development of these skills or their precursors in pre readers provides the foundation for reading comprehension development Areas covered include Word reading and comprehension Development of comprehension skills Comprehension difficulties Assessment Teaching for improvement Throughout the text successful experimental and classroom based interventions will be highlighted practical tips for teachers and summary boxes detailing key points and explaining technical terms will be included in each chapter **Ready-to-Use Reading Proficiency Lessons and Activities** Gary R. Muschla, 2003-02-27 This volume of Ready to Use Reading Proficiency Lessons Activities gives classroom teachers and reading specialists a dynamic and progressive way to meet curriculum standards and competencies at the tenth grade level It provides stimulating and effective ways to help students master basic reading and language content and prepare to demonstrate their knowledge at the appropriate level **Read & Succeed Comprehension Level 3: Story Elements**

Passages and Questions Debra J. Housel,2014-01-01 Students need purposeful practice on understanding story elements to improve reading comprehension These third grade texts capture student interest with focused standards based activities that provide targeted practice opportunities Grade Teacher ,1930 *The Elementary School Journal* ,1922 **Journal of Educational Method** ,1928 Optimizing Education Through Micro-Lessons: Engaging and Adaptive Learning Strategies

Ilic, Peter,2024-01-10 Traditional teaching methods often struggle to meet the diverse and dynamic needs of both educators and students The persistent challenge of retaining knowledge exacerbated by the Ebbinghaus forgetting curve continues to hinder effective teaching Moreover the burden of mental fatigue resulting from long uninspiring lectures and information overload plagues the learning experience As educators grapple with these issues the need for a more efficient and engaging pedagogical approach becomes increasingly urgent Optimizing Education Through Micro Lessons Engaging and Adaptive Learning Strategies is a groundbreaking compendium of insights from eighteen distinguished authors This meticulously curated volume provides a transformative solution to the problems plaguing contemporary education Micro lessons concise learning units spanning just 1 to 10 minutes and accessible across multiple devices hold the key to unlocking superior learning outcomes and bolstering retention rates In this book academic scholars educators and policymakers will find a comprehensive guide that not only explores the theory behind micro lessons but also offers practical strategies for their effective implementation **The Effects of Story Structure in Texts on the Reading Comprehension of 1st and 2nd Grade Students** Eleanore Kimmel Hartson,1983 **Reading Comprehension, Grade 3** Carson-Dellosa Publishing,2015-03-16 Reading Comprehension for grade 3 is designed to aid in the review and practice of reading comprehension skills Grade 3 covers standards such as main topic and key details identifying an author s purpose summarizing inferring and vocabulary practice The book includes engaging nonfiction and fiction passages and stories to appeal to all readers The 100 Series Reading Comprehension books span grades 1 to 8 The activities in each book reinforce essential reading comprehension skills by providing practice with sequencing main idea predicting and inferring as well as story elements character plot and setting The books include engaging grade appropriate fiction and nonfiction passages and stories Each book has 128 pages and 100 pages or more of reproducible content to help students review and reinforce essential skills in reading comprehension The series is correlated and aligned to the Common Core State Standards *Curriculum for Elementary Schools, June 1928* Minnesota. Department of Education,1928 **The School Review** ,1929

Get Ready! for Standardized Tests : Grade 3 Karen Mersky,Joseph Harris,Carol Turkington,2000 Study tips and test taking techniques special introduction to standardized tests for parents and full length sample test with answers Identifies and explains verbal and math question types *Stories for Reading Comprehension* L.A. Hill,1989-11-01 This is a three stage reading comprehension series intended for beginners and pre intermediate English language students It is written within the framework of the Longman Structural Readers grading scheme and each unit begins with an illustrated reading passage

followed by comprehension exercises A grammar section and a detachable answer key for self study and class use are included **The Latest and Best of TESS** ,1991 *First-grade Manual* Emma Miller Bolenius,1923 *Hamtramck Public School Bulletin* ,1927 *Reading in the Saint Cloud Public Schools, Grades One to Six* Saint Cloud (Minn.). Board of Education,1926 *A Manual to Accompany The Study Reader for the Third Year* Alberta Walker,Ethel Summy,1927

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