

## READING COMPREHENSION

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

**OBJECTIVE 1:** Identify supporting details.

**ELIGIBLE CONTENT:** • Identify details that support main idea(s) in one or more passages.

**AHSGE NUMBER OF QUESTIONS:** 6

### Lesson/Teaching Strategies

**Getting Started:** By guiding students through passages from functional, textual, and recreational reading and by discussing the main idea of each passage based on the supporting details of the passage, students will improve their ability to identify the main idea and supporting details. Identifying details in passages also assists students in reorganizing. Tell the students that in Shakespeare's play, *Romeo and Juliet*, the main character Romeo is looking for an apothecary (druggist). Read aloud the passage to the students. Then, ask if the apothecary is rich or poor. Discuss further the welfare of the apothecary. These details are the supporting details for the main idea in the passage. The students should conclude that the apothecary is poor.

### Activity 1

### Recreational Reading

**Procedure:** Reread the passage to the students or have them read it silently. As a prereading activity, have students scan the passage for the meaning of "weeds," "simples," and "cakes of roses." (weeds=clothes, simples=herbs, cakes of roses=dried, compressed rose petals). Then have students answer questions similar to the examples that follow the passage.

I do remember an apothecary,  
And hereabouts he dwells, which late I noted  
In tattered weeds, with overwhelming brows,  
Culling of simples. Meager were his looks,  
Sharp misery had worn him to the bones.  
And in his needy shop a tortoise hung,  
An alligator stuffed and other skins  
Of ill-shaped fishes; and about his shelves  
A beggarly account of empty boxes,  
Green earthen pots, bladders, and musty seeds,  
Remnants of packthread and old cakes of roses,  
Were thinly scattered, to make up a show.

**Examples:**

1. Name four phrases that make the apothecary seem poor. Explain that these are details supporting the main idea that the apothecary is poor.
2. Name nine items that may be found in the apothecary's shop.

**Solutions:**

1. Four details that indicate the apothecary is poor are that he wears ragged clothes, he has a worried look on his face, he looks "meager," and he is thin from "misery." Also his shop is needy, and he had a beggarly stock scattered around to look like more.
2. Nine items that may be found in the shop are a tortoise, a stuffed alligator, skins of fishes, empty boxes, pots, bladders, seeds, packthread, and "old cakes of roses."

**Activity 2****Textual Reading**

**Procedure:** Read the passage aloud to the students.

The tour guide in 1800s attire led us up the steps of the stately old home. The home had been constructed on three levels: the main floor's parlor and office richly decorated in finely carved furniture upholstered in brocades of warm golds and reds; the second floor consisting of bedrooms with four-poster beds in need of steps for climbing into at night; and the lower floor consisting of the family eating area not quite as richly furnished as the other two floors, yet quite adequate for the Monroe family who once occupied the dwelling.

After touring the home itself, our group inquired about the location of such rooms as the kitchen or bathroom. We learned that these "rooms" were actually located apart from the main house and for good reason. The kitchen was considered a fire hazard, and bathrooms at that time had none of the modern plumbing conveniences that we know today.

As we continued our tour, our guide directed us to these outer buildings as well as others such as the servants' living quarters and the stables. The home was a self-supporting enterprise evidenced by the fact that it had its own garden for growing fresh fruits and vegetables and pens and sheds for keeping cows, goats, and chickens.

Today this beautiful old place serves as a reminder of the past and is available to the public for tours, receptions, and lunch on Saturdays in the room once used by the family for dining.

**Example:**

From a first impression, what is being described? (Explain that the details of the paragraph will lead to a conclusion that is the main idea.)

**Solution:**

This old home, rich with history, belonged to a fairly wealthy family.

**Activity 3**

**Procedure:** Read the passage again, either aloud to the students or by asking them to read the passage silently. Ask them the following questions. (Activity 3, an extension of Activity 2, requires students to recall details that identify the main idea of the passage.) If the teacher chooses to read to the students, this should be an activity that leads to a similar one in which students read the passage silently.

**Examples:**

1. Name details that give the reader the impression that the home once belonged to a wealthy family.
2. Find details to indicate the home is not new.
3. Find details to indicate different uses for the home today.

**Solutions:**

1. The home once belonged to a wealthy family because it has three levels, ornate furniture, stables, and servants' quarters.
2. The home is not new because it has an outside kitchen and bathroom.
3. The home is used for tours and receptions, and one can have lunch there on Saturdays.

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

**OBJECTIVE 2:** Determine sequence of events

**ELIGIBLE CONTENT:** • Identify sequential order in one or more passages.  
(Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

**AHSGE Number of Questions:** 6

### **Lesson/Teaching Strategies**

**Getting Started:** To introduce the idea of sequencing, have students arrange the following sentences in logical order. Emphasize that when parts of a process are taken out of their logical order, the results are often unclear or the outcome is not the desired outcome. Use the instructions for “Baking Bread” and determine the correct sequence for the instructions. Illustrate the necessity for reading each sentence before determining the best sequence for the sentences.

### **Example:**

#### **Baking Bread**

- A. The final step before baking is to cover and let the dough rise in a warm place.
- B. Baking bread requires following a few directions.
- C. Next combine all the ingredients until dough is formed.
- D. First combine the yeast in warm water or milk.
- E. Then knead the dough until it is soft.

### **Solution:**

B, D, C, E, A

Emphasize that without reading each sentence, the reader would conclude that D (First combine the yeast in warm water or milk.) would be the first sentence. Further reading reveals that B. (Baking bread requires following a few directions.) would be an introductory sentence; therefore, B. would come first, and D. would be the next sentence.

## Activity 1

**Materials Needed:** Ingredients for making cocoa and a means for heating the mixture.

**Procedure:** Give students the following sentences and ask them to write the sentences in a logical order that would describe the sequence of making and then drinking hot cocoa.

### Making Hot Cocoa

- A. Mix cocoa, sugar, and cinnamon together.
- B. Read the recipe to determine the needed ingredients.
- C. Pour the cocoa into mugs.
- D. Add the correct amount of milk to the dry mixture.
- E. Heat the mixture of milk and other ingredients.
- F. Drink and enjoy the hot cocoa.
- G. Gather all the needed ingredients.

Collect student responses and try to find one or two that have errors in their sequence. Do not identify students but use the incorrect sequence to emphasize the importance for the order of each step. Ask for a student volunteer to demonstrate how to make “hot cocoa.” Give the volunteer the sequence of steps and instruct the volunteer to follow the sequence precisely. When students notice that something is wrong, have them identify which statement is out of order. Repeat the activity until students have placed the steps in the correct sequence.

### **Solution:**

B, G, A, D, E, C, F

**Extension:** Other sequencing activities may include making a peanut butter and jelly sandwich, constructing a box, making a cake, or giving directions.

## Activity 2

**Procedure:** Instruct the students to read the following passage. Emphasize that students should look for sequencing cues. Eligible content includes descriptors of order such as dates; first, next, and last; before and after; and chronological order of events.

### The Defeat of Japan (World War II)

By mid-1945 Japan had been thoroughly beaten. Its armed forces were destroyed and its cities lay in ruins from American bombings. Still Japan would not give up.

Harry Truman, who became President after Roosevelt died, hoped to avoid a costly invasion of Japan. He chose to use America's secret weapon: the atomic bomb. On July 26, 1945, Allied leaders warned Japan that if it did not surrender at once, it would suffer "complete and utter destruction." The Japanese sent no answer.

On August 6, 1945, a single atomic bomb was dropped on the Japanese city of Hiroshima (hee-roh-SHEE-muh). The world was stunned by the destructive power of the new weapon. The bomb completely demolished about 60 percent of Hiroshima. For four miles around the target point, almost no buildings were left standing. More than 80,000 people were killed and 37,000 more suffered severe injuries. Others later died from the effects of radiation released by the explosion.

On August 8, 1945, the Soviet Union declared war on Japan and invaded Manchuria. Still Japan did not surrender. The next day, an American plane dropped a second atomic bomb. This time the target was Nagasaki (nah-guh-SAH-kee), an important shipbuilding city. Again the effects were deadly.

Though the military leaders of Japan wanted to continue the war, Emperor Hirohito forced them to surrender for the good of the country. On August 15—called V-J Day for "victory over Japan"—the emperor announced the defeat to his people. On September 2, officials of the Japanese government signed the document of surrender on board the battleship *Missouri* in Tokyo Bay.

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**Example Questions:**

1. Which of the following events happened first?
  - A. The Soviet Union declared war on Japan.
  - B. President Roosevelt died.
  - C. The second atomic bomb was dropped.
  - D. The Japanese city of Hiroshima was destroyed.
  
2. Which of the following events happened last?
  - A. Several thousand people were killed in Hiroshima.
  - B. The Allies warned Japan that it would suffer complete destruction.
  - C. Manchuria was invaded by Russia.
  - D. The city of Nagasaki was bombed by the Americans.
  
3. Place the following events in chronological order.
  - A. Harry Truman warned Japan.
  - B. The United States celebrated V-J Day.
  - C. President Roosevelt died.
  - D. The atomic bomb was dropped.

**Solutions:**

1. B
2. D
3. C, A, D, B

**Activity 3**

**Procedure:** Choose a person to interview such as a neighbor, a friend, or a relative. Write a biography of the person's life using the order of the events described by the person.

#### Activity 4

**Procedure:** The following order among the paragraphs may or may not be the most logical. Each paragraph is numbered. Read the paragraphs and then choose the order of the paragraph numbers most logical for the essay.

(1)

Have you ever visited any of the old buildings in Old Alabama Town? There is an old cotton gin, a drugstore, and even places where you can watch demonstrations such as spinning, woodcarving, and the playing of musical instruments of the past. Yesterday I visited the “town” once again and started my visit at the Ordeman-Shaw home.

(2)

As we continued our tour, our guide directed us to the outer buildings such as the servants’ living quarters and the stables. The home was a self-supporting enterprise evidenced by the fact that it had its own garden for growing fresh fruits and vegetables and pens and sheds for keeping cows, goats, and chickens.

(3)

After touring the home itself, our group inquired about the location of such rooms as the kitchen or bathroom. We learned that these rooms were actually located apart from the main house and for good reason. The kitchen was considered a fire hazard, and bathrooms at that time had none of the modern plumbing conveniences we know of today.

(4)

Today this beautiful old place serves as a reminder of the past and is available to the public for tours, receptions, and lunch on Saturdays in the room once used as the family dining room.

(5)

In 1800s attire, the tour guide led us up the steps of the stately old home. The home had been constructed on three levels: the main floor with parlor and office richly decorated in finely carved furniture upholstered in brocades of warm golds and reds; the second floor consisting of bedrooms with four-poster beds in need of steps for climbing into at night; and the lower floor consisting of the family eating area not quite as richly furnished as the other two floors, yet quite adequate for the families who once occupied the dwelling.



**Example:**

Choose the sequence of paragraph numbers that will make the essay's structure most logical.

- A. NO CHANGE
- B. 1, 5, 3 2, 4
- C. 5, 4, 2, 3, 1
- D. 4, 2, 3, 1, 5

**Solution:**

B

**STANDARD I:** The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

**OBJECTIVE 3:** Follow directions.

**ELIGIBLE CONTENT:**

- Identify directions that are implicit or embedded in a passage.
- Identify the outcome or product of a set of directions.
- Recognize when a set of directions has been followed correctly.

(Note: Directions will relate to activities that are appropriate for Grade 11 students.)

**AHSGE Number of Questions:** 6

### **Lesson/Teaching Strategies**

**Getting Started:** On the overhead projector, display a set of instructions about how to accomplish a task such as waxing a car.

Select a premium grade wax and carefully read all the instructions including the precautions. Wash and dry the car before beginning the waxing process to be certain that it is clean and free of dirt. In addition, be sure that the car is not in direct sunlight when applying the wax. Shake well the container of wax. Pour a small amount of the wax onto a clean, damp cloth or sponge. Using a circular motion, apply the product to one section of the car at a time, beginning with the top and then moving from the hood to the back of the car. Allow the wax to dry to a haze and buff with a dry terry cloth before proceeding to the next section of the car. Once this task is completed, the car will not only shine like new but will be protected from damage caused by exposure to the sun and other weather-related problems. Remember to repeat the process on a regular basis.

Ask students questions about the instructions in order to identify the sequence of steps in the passage that are important to obtain the desired outcome. Discuss the effects that would result if some of the instructions were taken out of order.

### Example Questions:

1. What type wax should be used to wax a car?
2. Why should the car be washed before applying the wax?
3. Which should be waxed first: the top or the hood?
4. What are some different kinds of directions? (such as step-by-step and embedded within passages)

### Solutions:

1. A premium grade of wax
2. To be certain it is clean and free of dirt (or dirt will scratch the finish while waxing)
3. The top
4. Recipes, directions on household cleaners, test directions, “how to” articles

### Activity 1

### Recreational Reading

**Procedure:** Have students read the spiritual “Go Down, Moses.”

#### *GO DOWN, MOSES*

1. Go down, Moses,  
Way down in Egyptland,  
Tell old Pharaoh  
To let my people go.
2. When Israel was in Egyptland—  
Let my people go—  
Oppressed so hard they could not stand—  
“Let my people go.”
3. Go down, Moses,  
Way down in Egyptland.  
Tell old Pharaoh  
“Let my people go.”
4. “Thus saith the Lord,” bold Moses said,  
“Let my people go;  
If not, I'll smite your first-born dead;  
Let my people go.”
5. Go down, Moses,  
Way down in Egyptland.  
Tell old Pharaoh  
“Let my people go!”

### Example Questions:

Using the passage, answer the following or similar questions.

1. The speaker of the spiritual is
  - A. Moses.
  - B. the people of Israel.
  - C. Pharaoh.
  - D. the Lord.
  
2. Moses is instructed to
  - A. send a letter to Pharaoh.
  - B. deliver a message to Pharaoh by a messenger.
  - C. go personally to Egypt and deliver a message to Pharaoh.
  - D. wait until harvest time.
  
3. Pharaoh receives precise instructions
  - A. to let the people of Israel go.
  - B. to work them harder than he had been.
  - C. to have many children.
  - D. to compensate the workers with more benefits.
  
4. If Pharaoh fails to obey the command,
  - A. he will lose his kingdom.
  - B. his first-born child will die.
  - C. the speaker will speak to him personally.
  - D. Moses will kill him and his child.
  
5. By the end of the spiritual, the command to “Let my people go!”
  - A. becomes less demanding.
  - B. is compromised by the speaker.
  - C. reflects the intensity of the speaker's tone.
  - D. is a mild request.

6. Read the following sentences to determine the correct sequence.
- Moses tells Pharaoh the Lord's message.
  - Pharaoh releases Israel.
  - The Lord instructs Moses to perform a task.
  - Pharaoh listens to Moses' message.

Which sequence is correct for number 6?

- d, a, c, b
- b, c, d, a
- a, b, c, d
- c, a, d, b

**Solutions:**

- D
- C
- A
- B
- C
- D

**Activity 2**

**Textual Reading**

**Procedure:** Divide the class into groups and provide each group with a passage containing an example of procedures to follow in certain situations. Examples may include science lab experiments, emergency situations such as choking, table manners in formal social situations. Require each group to develop four or five multiple-choice items based on the assigned situation. Ask groups to exchange the passages and answer the multiple-choice items.

**Example:**

Situation: Follow this procedure for choking.

Giving artificial respiration to a person will:

- Keep the person from choking in the future.
- Provide the oxygen for the person to survive.
- Open the person's airway.
- B and C.

**Solution:**

D