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## Reading comprehension worksheets grade 1

Sean Gallup/Getty Images You don't always hold your child's hand, especially when it comes to school, but it doesn't mean you don't help as your fourth grade child struggles with reading comprehension. While they may not want your involvement, if their needs are not met in school, then reading understanding workbooks will help you extend a helping hand. Reading books help guide your child toward a better understanding of different topics and genres. Additional curricular practice in reading builds the skills and confidence needed to succeed in school, even for children who want to go it alone. Author: Ashley Anderson and Elizabeth Swensen Publisher: Carson-Dellosa Publishing Summary: The Skill Builders workbook for grade 4 centers based on reading ability, along with vocabulary skill building in both nonfiction and fictional texts. Reading Skills Practice: Finding the main ideaThe use of context cues to understand vocabularySequencingMaking inferences Provision price: At press time, the workbook can be purchased for a mere a dollar or two. Why buy? If your child needs language doctor recovery and is easily bored with black and white print-outs, this workbook is just the ticket. Not only do the full color pages help keep kids engaged, the included skills should help children secure the basics they may be missing. Sylvan Learning Publishing Author: The Sylvan Team Publisher: Sylvan Learning Summary: The full color Sylvan workbook helps fourth graders become better readers with activities that are heavily researched. The Check-it strips on the side of each question page help students work independently. Reading Skills Practice: Comparing and contrastingSequencing versus opinion Finding the most important ideaThe use of context directions to understand that vocabulary Widening inferences makesSeque determination Price: At press time, the workbook ranges from \$4 to \$15. Why buy? This book and the other reading books developed by Sylvan, have won an Honors Award from the National Parenting Publications Awards (NAPPA) as a top book series for children in the elementary age category. It's a winner! Author of the publication of Carson-Dellosa Publishing: The Publisher of the Spectrum Team: Carson-Dellosa Publishing: If you want extensive practice with a lot of practical questions and reading material, this is it. It has easy-to-understand directions and is expertly aligned with national and state standards. Reading Skills Practice: VocabularyDecodingComparing and contrastingDetermining fact vs. opinion Finding the most important ideaThe use of context directions to understand vocabularyIt making conclusionsDetermining supporting details Price: In the press time it varied from as low as \$2 to \$9. Why buy? Volume. The number of stories, non-fiction texts and related questions is above and beyond that of other booklets. Plus, the material is perfect for students to complete one page at a time. One page does not depend on A good summer sale! Teacher Created Resources Author: Ruth Foster Publisher: Teacher Created Resources, LLC Summary: This workbook, tailored to state standards, is just right for the child who isn't really into fiction. The stories are all centered around history and social studies, ranging from snippets of Braille to stories from the Buffalo Soldiers to John Paul Jones' famous last words. Reading Skills Practice: Comparison and contrastingSeque fact versus opinion Finding the most important ideaThe use of context directions to understand vocabulary relations Make Decisive supporting details Price: At press time, the workbook ranged from \$8 to \$14. Why buy? Parents give this book 4.5/5 stars, and teachers love it too. The book is very systematic. Five questions follow each reading passage, so if your child doesn't want to do a lot of different activities, then this is the right ticket for him or her. Photo: David D (Flickr)Reading with your children is important. We all know that. If you're like me, you dive into book after book with abandon. But it turns out that by plowing through stories, we may miss one important step: prediction. According to educators, we need to make our children think about what they'll read before they start. Otis Kriegel, an elementary school teacher in New York City, explains why in this video: When your child takes the time to think about what he's going to read, making predictions based on what he already knows, he'll be more invested in the story and more likely to understand and retain the material. At the end of the day, it's not that I'm right or wrong, but that feeling of Oooh, I can't wait to find out what happens next! That feeling, of course, is what turns us into lifelong readers. Here are some ways to help young children predict what they're reading: Show them the cover and ask: What do you think this book will be about? Why? Take a 'photo walk', as Kriegel suggests. Browse the pages of illustrated book, and without reading words, let them form their own ideas about the story. (If their ideas are way out-let's say, the pictures show a tractor on a farm and your child assumes that monkeys will fall out of space-have a discussion after you've finished the book on how the illustrations give clues about the story.) Use Post-Its to cover important words in the story, and see if they can guess what those words are when they land on them. In the middle of a story, stop and ask them what they think is going to happen on the next page. Use the I think \_\_\_ because \_\_\_ tree. If you like worksheets, have them fill them out to help them organize their thoughts. Question after the last page: If you could write the next chapter, what would be It helps them to stay curious even after the story ends. G/O Media can get a commission to really be good at understanding reading (understanding vocabulary in context, making conclusions, determining the author's author etc.), you have to practice. That's where a reading concept worksheet if it comes in handy. If you need more practice, check out more reading worksheets here. Directions: The passage below is followed by questions based on its content; answer the questions on the basis of what is mentioned or implied in the passage. Printable PDFs: Escaping the comprehension worksheet of reading adolescence | Escaping adolescence reading worksheet Answer Key Copyright © 2009 by Joseph Allen and Claudia Worrell Allen. When 15-year-old Perry rushed into my office, with his parents hesitantly left behind, he looked at me with a tense neutral expression that I had usually found, either great anger or great distress; in Perry's case, it was both. Although anorexia is a condition most often associated with girls, Perry was the third in a line of anorexia boys that I had recently seen. When he came to see me, Perry's weight had dropped to within 10 pounds of the threshold that forced hospitalization, but he denied there was a problem. He just doesn't want to eat, his mother started. Then, turning to Perry as if to show me the routine they had enacted, she asked with tears in her eyes: Perry, why can't you at least have a simple dinner with us? Perry refused to eat with his family, always claiming that he was not hungry at the time and that he preferred to eat later in his room, except that that rarely happened. New menus, gentle encouragement, veiled threats, whining, and outright bribes were all tried, to no avail. Why would an otherwise healthy 15-year-old boy starve himself? The question was urgently up in the air as we all spoke. Let's be clear from the beginning. Perry was a smart, good guy: shy, humble, and generally unlikely to cause trouble. He got straight A's in a challenging and competitive public school honor curriculum that spring. And he told me later that he hadn't gotten a B on his report card since fourth grade. In some ways, he was every parent's dream child. But under his academic success, Perry faced a world of problems, and while he took a while to get to know it, eventually the problems came pouring out. The problems weren't what I expected, though. Perry wasn't abused, he didn't use drugs, and his family wasn't driven by conflict. On the contrary, at first glance, his problems are more like typical adolescent complaints. And they were, in a way. But it was only when I understood him that I realized that the adolescent problems Perry experienced were not only occasional irritations, as they were for me and my cohort as teenagers, but rather, had become the point where they cast a big shadow over much of his daily world. I would later realize that Perry was not alone in that regard. A big problem was that while Perry was a strong performer, he wasn't a happy at all. I hate waking up in the morning because there's all these things I have to do, he said. I just keep making lists of and tick off them every day. Not only schoolwork, but extracurricular activities, so I can go to a good university. Once he started, Perry's discontent came to an in a frustrated monologue. There's so much to do, and I really have to work to get myself motivated, because I feel like it doesn't really matter... But it's really important that I do it anyway. At the end of it all, I stay up late, I get all my homework done, and I study really hard for all my tests, and what do I get to show for all this? A sheet of paper with five or six letters on it. It's just stupid! Perry was gifted enough to jump through the academic hoops that had been set up for him, but it felt like little more than hoop-jumping, and this ate at him. But that wasn't his only problem. Perry was much loved by his parents, as were most of the young people we see. But in their efforts to feed and support him, his parents inadvertently increased his mental strain. Over time, they had taken on all his household chores, to give him more time for schoolwork and activities. That's his top priority, they said almost in unison when I asked about this. Although removing the chores from Perry's plate gave him a little more time, it eventually left him feeling even more useless and tense. He never really did anything for anyone except suck their time and money, and he knew it. And if he thought about retiring from his schoolwork ... Look how much his parents poured in to make it go well. Sandwiched between anger and guilt, Perry had literally begun to rise away. 1. This passage is told from the point of view of (A) a professor who studies the effects of bulimia on young men. (B) a young man named Perry, who struggles with the effects of anorexia. (C) a committed therapist who works with struggling young adults. (D) a doctor who treats eating, coercive and sleep disorders. (E) a student working on a thesis on eating disorders in young men. Answer with Explanation 2. According to the passage, Perry's two biggest problems were (A) being an unhappy performer and his parents' increase in his mental strain. (B) his poor attitude towards school and his consumption of everyone's time and money. (C) his anger and guilt. (D) drug abuse and conflicts within the family. (E) his inability to prioritize and anorexia. Answer with Explanation 3. The primary purpose of the passage is to (A) describe a young man's battle with anorexia and, in doing so, offer possible reasons a young person may resort to an eating disorder. (B) advocate for young men who are struggling with an eating disorder and the decisions they have made that have brought them to that fight. (C) compare a young person's struggle against his parents and eating disorder that ruins his life with the life of a typical teenager. (D) an emotional response to the shock of an eating disorder, like that of Perry, a typical young adult. (E) explain how today's youth often eating disorders and other terrible problems in their overactive lives. Answer with explanation 4. The author used which of the following in the sentence begin paragraph 4: But under his academic success, Perry faced a world of problems, and while he took a while to get to know it, eventually the problems came pouring out? (A) personification(B) simile(C) anecdote(D) irony(E) metaphor Answer with Statement 5. In the second sentence of the last paragraph, the word accidentally most almost means (A) steadily(B) monumental(C) incrementally(D) erroneously(E) surreptitiously Answer with explanation