

Introduction

Students who struggle to comprehend written text have difficulty learning and applying effective reading strategies. *Reading Comprehension Cards, Level 2* includes narrative and expository passages that are appealing to students in grades six and above. Each of the 200 passages comes with questions that prompt students to analyze, interpret, and relate to what they have read.

The cards are designed to help students internalize reading strategies through practice and reinforcement. Students will learn to monitor their comprehension in the presence of instruction and teacher-directed questioning. With practice using the *Reading Comprehension Cards, Level 2*, students are likely to generalize reading strategies for more success in the general curriculum.

The passage questions address 11 comprehension skills and are coded as follows:

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|------------------------------|-------------------------|----------------------|
| Cause & Effect (CE) | Main Idea (MI) | Problem Solving (PS) |
| Comparing & Contrasting (CC) | Making Inferences (INF) | Sequencing (SEQ) |
| Details (D) | Paraphrasing (PAR) | Vocabulary (V) |
| Fact vs. Opinion (FO) | Predicting (PRE) | |

Directions

These cards are intended for use with students in grade six and above. Each passage is arranged by readability level according to the Flesch-Kincaid statistics, which are provided in the bottom left corner of each card. There are either 33 or 34 cards for each level of readability.

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| 4.0-4.4 – 33 cards | 5.5-5.9 – 33 cards |
| 4.5-4.9 – 34 cards | 6.0-6.4 – 34 cards |
| 5.0-5.4 – 33 cards | 6.5-6.9 – 33 cards |

1. Choose a card with an appropriate readability level for your student.
2. Have the student read the passage silently or aloud.
3. Read the questions on the back of the card to the student. You may read the multiple choice answers or ask the questions by themselves. Correct answers are in pink.
4. Answers will vary on some questions. Use clinical judgment to determine correct responses.
5. Support all appropriate responses and encourage further explanation if needed.
6. Address and model specific comprehension-enhancing strategies (i.e., self-questioning, rereading difficult text, and self-monitoring for comprehension).