
Introduction

We all know that being able to read is a basic necessity in today's world. When teaching reading, we want our students to learn how to read AND to enjoy reading. But sometimes it is hard to get students motivated to read. When you base reading on student interests, students become involved and engrossed. It is the goal of *No-Glamour Reading Comprehension* to help students improve their reading comprehension skills and enjoy reading.

No-Glamour Reading Comprehension is divided into three sections: Reading for Information, Making Inferences, and Figurative Language. Each high-interest reading passage is written at a controlled reading level of 4.0 or below, based on the Flesch-Kincaid Reading Scale. Each section, including each area in the Reading for Information section, is ranked in order of difficulty, from the easiest to the most difficult. Use the passages for individual work, small group work, or with a group of students.

The Reading for Information section is grouped into the following areas:

- Animal Life
- Science
- Around the World
- Historical Events and People
- Great Inventions and Discoveries
- Interesting Information

Appropriate comprehension questions follow each passage. Questions can be presented orally, as independent written work, or for homework assignments. Students will be able to reread passages to find the correct answers. Opinion questions have also been included to encourage independent thinking. Answers are provided in the Answer Key where appropriate. Take advantage of students' "incorrect" answers to extend the discussion and to assess students' understanding of what they read. Accept any answer that is reasonable, regardless of the Answer Key.

To help your students develop fluent, reflective reading, model comprehension strategies and provide guided assistance. For example, choose words from a passage and have students list synonyms and antonyms for the words. Then have students rewrite sentences from the passage using the synonyms or antonyms.

Encourage students to discuss what they know about the information in a passage. Have them research more about topics that interest them. Teach students to think about what they are reading, not just to read the words. Work with your students to understand the main ideas in the text as well as the supporting details.

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In each passage, there may be vocabulary words that are unfamiliar to your students. You might want to introduce important vocabulary words prior to the reading of the passage. Or you can work with context clues to help your students figure out the meanings of the unfamiliar words. Once students are familiar with the vocabulary, make visual word lists of the new words for further exploration and/or to use in creative writing.

Many passages can serve as jumping boards into critical thinking skills. Be creative. Encourage questioning and wondering about the subject at hand. Use questions such as “How do you feel that . . .?” “What do you think about . . .?” or “Do you think . . .?”

You can relate the reading passages to many areas of the curriculum including science, social studies, math, grammar, and geography. Tie in creative writing to the reading passages. For example, have students write stories about traveling across the Sahara Desert or have students imagine they are Anne Frank. What would they take into hiding? Why?

The inference section opens other avenues of reading. Inference means “inferred meaning.” When reading, students need to be aware of what is happening. Here is where you can ask, “What is happening?” and “What do you think will happen next?” Discuss your students’ predictions.

For more practice making inferences, have students write their own inference paragraphs. Encourage them to read their paragraphs to the class. Have the class interpret the situations. You might also use comic strips with a missing last frame. Have students predict what they think will happen. Then have them draw the last frame and complete the dialogue.

In the figurative language section, students will learn idiomatic or intended meanings of a variety of expressions. Discuss the expressions. For more practice, have students look for examples of figurative language in newspapers (comic strips) and advertisements. Encourage students to create their own cartoons illustrating figurative language expressions.

I hope you and your students enjoy *No-Glamour Reading Comprehension*. The wide variety of information in the book should provide something of interest for everyone. Your students will improve their general reading and comprehension skills as well as expand their world.

Diane