

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Grade 2 Reading Comprehension Worksheet

### Carlo, or, Kindness Rewarded

Read the story below.

Ida was a kind-hearted girl, and one day when crossing a bridge, she saw two boys on the stream, trying to drown a little dog. So, she ran to the shore, and crying loudly, "Oh! How can you be so cruel to that poor little dog?" The boys looked at her in wonder, and one of them said, "Father told us to drown it." The dog had reached the bank, crept toward Ida. "Poor little fellow," she said, patting his head, "Will you give him to me?" "Yes," said the boys, "You may have him and welcome." Ida thanked the boys and ran home. "Oh! Mamma," she cried, "look at this dear little dog; two boys were trying to drown him and I asked them to give him to me. May I keep him, Mamma?" "My dear child," said Mrs. Mason, "I am very glad to hear that you saved the little dog from pain."



Answer each question.

1. What did Ida see when she was crossing the bridge?

\_\_\_\_\_

2. Why did the boys drown the little dog in the stream?

\_\_\_\_\_

3. Did the boys give the dog to Ida?

\_\_\_\_\_

4. What did Ida's mother say when she heard the story?

\_\_\_\_\_

5. How many of you have dogs in your home?

\_\_\_\_\_

# Reading Comprehension In The Content Area Grade 5

**Susan J. Herron, Anne Vander  
Woude, School Specialty Publishing**

A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the authors' names.

## Reading Comprehension In The Content Area Grade 5:

**READING COMPREHENSION IN THE CONTENT AREAS GRADE. 5** □□□,2009-08      **Resources in Education**,2000-10      Research in Education ,1974      *Research in Education* ,1970      *Reading Comprehension Activities Kit* Wilma H. Miller,1990 Teaches reinforces all aspects of reading comprehension plus includes an extensive list of available materials computer software to improve students comprehension ability      *Handbook of Reading Research, Volume V* Elizabeth Birr Moje,Peter P. Afflerbach,Patricia Enciso,Nonie K Lesaux,2020-06-02 In a time of pressures challenges and threats to public education teacher preparation and funding for educational research the fifth volume of the Handbook of Reading Research takes a hard look at why we undertake reading research how school structures contexts and policies shape students learning and most importantly how we can realize greater impact from the research conducted A comprehensive volume with a gaps and game changers frame this handbook not only synthesizes current reading research literature but also informs promising directions for research pushing readers to address problems and challenges in research design or method Bringing the field authoritatively and comprehensively up to date since the publication of the Handbook of Reading Research Volume IV this volume presents multiple perspectives that will facilitate new research development tackling topics including Diverse student populations and sociocultural perspectives on reading development Digital innovation literacies and platforms Conceptions of teachers reading readers and texts and the role of affect cognition and social emotional learning in the reading process New methods for researching reading instruction with attention to equity inclusion and education policies Language development and reading comprehension Instructional practices to promote reading development and comprehension for diverse groups of readers Each volume of this handbook has come to define the field for the period of time it covers and this volume is no exception providing a definitive compilation of current reading research This is a must have resource for all students teachers reading specialists and researchers focused on and interested in reading and literacy research and improving both instruction and programs to cultivate strong readers and teachers      *Teacher's Directory of Reading Skill Aids and Materials* Emerald V. Dechant,1981      *Essential Questions in Adolescent Literacy* Jill Lewis,2009-05-04 In each chapter of this unique volume an exemplary teacher collaborates with a prominent scholar to present real world strategies for putting literacy research to work in grades 5 12 These lively dialogues tackle key questions in adolescent literacy including issues of motivation critical thinking skills content area writing differentiated instruction assessment English language learning and technology Suggestions for incorporating adolescents out of school literacies and working with reading specialists and coaches show how to build connections between the classroom and wider communities In depth portraits of challenges and successes in the classroom practical instructional tips and stimulating questions for reflection make the book a valuable resource for inservice and preservice teachers      **Carr V. Koch** ,2011      The software catalog microcomputers Menu (Firm) (Fort Collins, Colo.),1989      *Focus on Reading* Esther Geva,Gloria Ramírez,2016-09-27 Focus on Reading aims to

help teachers develop a deep understanding of the multiple skills and factors involved in second language reading development for second or foreign language learners aged 5-18. It equips teachers with practical skills for the effective teaching and assessment of second language reading to students with different learning needs. The book features key research studies on reading comprehension, considers examples from real classroom practice, and provides activities to help teachers relate the content and objectives to their own teaching context. Additional online resources at [www.oup.com/elt](http://www.oup.com/elt)

teacher for Esther Geva is Full Professor in the Department of Applied Psychology and Human Development at the Ontario Institute for Studies in Education, University of Toronto. Gloria Ramirez is Associate Professor in the Faculty of Human Social and Educational Development at Thompson Rivers University, British Columbia.

*Current Index to Journals in Education*, 1993

**Assessment of Exceptional Students** Ronald L. Taylor, 1989

**Diagnosis and Remediation of Reading Disabilities** Emerald V. Dechant, 1981

**Educational Programs that Work**, 1994

[Resources in Education](#), 1996

**Linguistics and Language Behavior Abstracts**, 1993

**Assessment in the Classroom** Annie Ward, Mildred Murray-Ward, 1999

This is a practically oriented text that utilizes current issues as a way to engage students and illustrate the relevance and importance of assessment. This text focuses on a teacher's needs and on assessment solely in the classroom environment. Since many assessment texts today are written by experts in statistics and cover the topic of assessment in many settings with complicated terminology, the practical approach of *ASSESSMENT IN THE CLASSROOM* appeals to instructors who find it difficult to get their students interested in the subjects of testing and measurement. The authors detail traditional testing methods as well as newer forms of alternative assessment which evaluates students on their abilities to use their knowledge in realistic situations. Areas covered include the history of measurement in education, basic concepts, how to assess what to assess, assessment procedures, and external testing programs, as well as how to set up and measure the latest portfolio assessment method. Many sample forms and examples of various types of assessment are provided.

[Getting Ready to Teach Reading, Grade 5](#) Susan J. Herron, Anne Vander Woude, School Specialty Publishing, 2004-05-17

If you want to build a fantastic reading program but aren't sure how, this book is for you. Let this comprehensive resource take you all the way from classroom setup to final assessment. With tested tips from experienced teachers, this indispensable reference will be your guide to what really works. You'll love the easy-to-use suggestions, and your students will love the fun, engaging text-rich environment you help create.

*A Dynamic Approach to Language Arts* Lillian M. Logan, Vigil G. Logan, 1967

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