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# Introduction

Twenty different texts from a variety of genres are included in this reading comprehension resource.

These may include humor, fantasy, myth/legend, folktale, mystery, adventure, suspense, fairy tale, play, fable, science fiction, poetry and informational/nonfiction texts, such as a timetable, letter, report, procedure, poster, map, program, book cover, and cartoon.

Three levels of questions are used to indicate the reader's comprehension of each text.

One or more particular comprehension strategies have been chosen for practice with each text.

Each unit is five pages long and consists of the following resources and strategies:

- teacher information: includes the answer key and extension suggestions
- text page: text is presented on one full page
- activity page 1: covers literal and inferential questions
- activity page 2: covers applied questions
- applying strategies: focuses on a chosen comprehension strategy/strategies

**Teacher Information**

**Text Page**

**Unit 1**  
**Water World**

Teacher Information

**READING FOCUS**

- Analyzes and extracts information from a fantasy narrative to answer literal, inferential and applied questions.
- Checks the order of characters based on background knowledge and information provided in the text
- Compares and makes connections within the text and between the text and themselves.

Genre: Fantasy

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**ANSWER KEY**

**Literal (Page 11)**

1. True    2. False    3. True    4. False    5. False    6. False

**Inferential (Page 11)**

1. He had been to the surface often and had only seen an empty world of sky and waves.
2. Through Sebastian and the other "swimmers"
3. "Swimmers" were the ones that were able to breathe underwater through gills, which allowed them to venture out from the dome to harvest food for the community.

**Applied (Page 12)**

1. a. from dry land
2. The black bird came from dry land.
3. Follow the black bird west in search of the dry land and establish a home on dry land
4. Answers will vary.

**Applying Strategies (Page 13)**

1-3. Answers will vary.

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**EXTENSIONS**

- Brainstorm and list factors that may have contributed to such a major environmental disaster.
- Compile a list of characters from fantasy books and films. Identify any of their non-human characteristics and classify them as "Species" or "not".
- Discuss the effectiveness of having "what happens next" to the reader's imagination.

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**Unit 1**  
**WATER WORLD**

Name \_\_\_\_\_

Read the fantasy story and answer the questions on the following pages.

Sebastian looked up toward the surface of the water as usual. It was like no routine he had ever seen before. Forgetting the constant task of diving down to take back to the dome, he smiled contentedly. He breathed slowly through the gills – the signs of being here a "swimmer" – and just like his community, he remained out from the dome to harvest underwater vegetation – being the sea creature on which their community depended on.


After the land was abandoned, his people had moved into a dome they had constructed in preparation for the inevitable disaster caused by the melting polar ice. He had visited the surface often. It was a bleak, empty world of sky and waves. The beautiful, dry world of the past he had learnt about in old movies and books fascinated him. Unlike most of his friends, he believed that it could, after all these years, rise again from the oceans covering the Earth. He would love to venture further inland in search of land, but there were only a few "swimmers", and the community depended on them.

On closer inspection, he found that the creature, about the size of a small whale, had the strangest skin and didn't acknowledge or respond to him. The pushed himself up above the surface but immediately dove back to confusion. The creature was carrying three beings who looked like people but with darker skin and hair of hair. By Sebastian's mind raced, he remembered hearing about how before the great flood, some people had constructed huge, floating, self-sufficient facilities on which whole communities had planned to live on.

The beings appeared very weak, and he realized that they were in need of water and food. There was no way that they could survive being taken down to their dome. He was content to know more about them, so he decided to provide the immediate help they needed.

Michael, Malina and Frank certainly added interest and entertainment to Sebastian's life. He made daily visits with supplies and watched their rapid return to health. They were a constant source of amusement to Sebastian's community, especially to the other "swimmers", but this time would not be any for long. They were very anxious to resume their desperate search for land. Remaining in their floating community, which was unable to survive for more than a few months, however was no longer an option.

A large black bird that had been circling the dome for some time landed on the water and seemed to be staring at them with its evermore blue eyes. It was unlike any of the seabirds they occasionally saw diving for fish. The bird seemed to be looking something in its beak. It flew over and dropped something at Michael's feet. A very creature lay very still, barely breathing on the deck. Malina picked it up by the tail, identifying it as a kind of mouse similar to some she had seen in old story books. They started to wander on the land squawked at them and slowly, ever so slowly, started to fly toward the west.



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- **Reading Focus** states the comprehension skill emphasis for the unit.
- **Genre** is clearly indicated.
- **Answer Key** is provided. For certain questions, answers will vary, but suggested answers are given.
- **Extension Activities** suggest other authors or book titles. Other literacy activities relating to the text are suggested.
- The title of the text is provided.
- Statement is included in regard to the genre.
- Text is presented on a full page.

# Introduction (cont.)

## Activity Page 1

Name \_\_\_\_\_ Activities

**WATER WORLD**

**Literal** Find the answers directly in the text.

Read each sentence. Decide if each statement is true or false.

1. Sebastian could breathe underwater.  True  False
2. Everyone who lived in the dome could breathe underwater.  True  False
3. People knew about the flood before it happened.  True  False
4. Sebastian was chosen to be a "swimmer".  True  False
5. Melissa, Michael and Brad were floating on a whale.  True  False
6. Michael picked up the mouse.  True  False

**Inferential** Think about what the text says.

1. Why was Sebastian so surprised to meet Melissa, Michael and Brad?  
\_\_\_\_\_
2. How did most of the community living in the dome know about the visitors?  
\_\_\_\_\_
3. Why did Sebastian's community depend on "swimmers"?  
\_\_\_\_\_

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## Activity Page 2

Name \_\_\_\_\_ Activities

**WATER WORLD**

**On Your Own** Use what you know about the text and your own experience.

1. a. Where did the mouse most likely come from?  
\_\_\_\_\_
- b. Explain why you think this.  
\_\_\_\_\_
2. Why did the black bird look different from the seabirds?  
\_\_\_\_\_
3. What will Melissa, Michael and Brad most likely do now?  
\_\_\_\_\_
4. Do you think Sebastian will stay in the dome? Explain why you think this.  
\_\_\_\_\_

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- **Literal** questions provide opportunities to practise locating answers in the text.
- **Inferential** questions provide opportunities to practise finding evidence in the text.
- **Applied** questions provide opportunities to practise applying prior knowledge.

## Applying Strategies

Name \_\_\_\_\_ Applying Strategies

**WATER WORLD**

**Making Connections** Complete the following activities by linking your prior knowledge with new information from the text.

1. If you had to live for generations on a huge floating structure, like Melissa, Michael and Brad's ancestors did, what would be some of the major difficulties you would need to overcome? How could they be managed?

Hurdles	Possible Solutions

2. What were some of the difficulties Sebastian's ancestors may have had to overcome living in the dome?

Hurdles	Possible Solutions

3. Which of the two situations for surviving a flood do you prefer? **Comparing**

Explain why you prefer this: \_\_\_\_\_

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- Comprehension strategy focus is clearly labelled.
- Activities provide opportunities to utilise the particular strategy.

# Unit 1

## Water World

## Teacher Information

**Genre: Fantasy**

### READING FOCUS

- Analyses and extracts information from a fantasy narrative to answer literal, inferential and applied questions
- Predicts the actions of characters based on background knowledge and information provided in the text
- Compares and makes connections within the text and between the text and themselves.

### ANSWER KEY

#### Literal (Page 13)

1. True      2. False      3. True      4. False      5. False      6. False

#### Inferential (Page 13)

1. He had been to the surface often and had only seen an empty world of sky and waves.
2. through Sebastian and the other "swimmers"
3. "Swimmers" were the ones that were able to breathe underwater through gills, which allowed them to venture out from the dome to harvest food for the community.

#### Applied (Page 14)

1. a. from dry land  
b. The text mentions that Melissa has seen pictures of a similar mouse in old story books, most likely back when there was dry land.
2. The black bird came from dry land.
3. follow the black bird west in search of the dry land and establish a home on dry land
4. Answers will vary.

#### Applying Strategies (Page 15)

- 1-3. Answers will vary.

### EXTENSIONS

- Brainstorm and list factors that may have contributed to such a major environmental disaster.
- Compile a list of characters from fantasy books and films. Identify any of their non-human characteristics and classify them as "good" or "evil".
- Discuss the effectiveness of leaving "what happens next" to the reader's imagination.

Name \_\_\_\_\_

Read the fantasy story and answer the questions on the following pages.

Sebastian looked up toward the surface of the water in amazement. It was like no creature he had ever seen before. Forgetting the constant task of finding more food to take back to the dome, he circled it cautiously. He breathed slowly through his gills – the legacy of being born a “swimmer”. And just like his ancestors, he ventured out from the dome to harvest underwater vegetation – being the sea creature on which their community depended on.

After the land was inundated, his people had moved into a dome they had constructed in preparation for the inevitable disaster caused by the melting polar ice. He had visited the surface often – it was a bleak, empty world of sky and waves. The beautiful, dry world of the past he had learnt about in old movies and books fascinated him. Unlike most of his friends, he believed that it could, after all these years, rise again from the oceans covering the Earth. He would love to venture farther afield in search of land, but there were only a few “swimmers”, and the community depended on them.

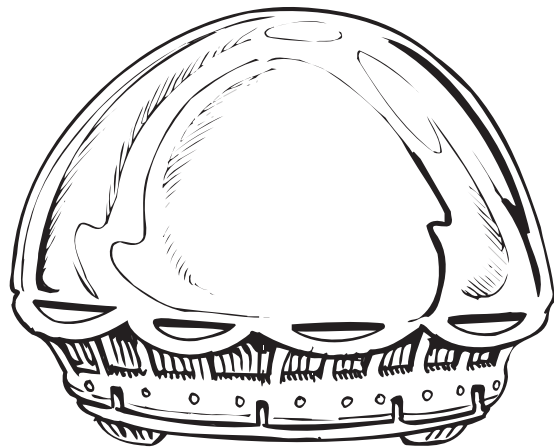
On closer inspection, he found that the creature, about the size of a small whale, had the strangest skin and didn't acknowledge or respond to him. He pushed himself up above the surface but immediately dove back in confusion. The creature was carrying three beings who looked like people but with darker skin and lots of hair. As Sebastian's mind raced, he remembered hearing about how before the great flood, some people had constructed huge, floating, self-sufficient facilities on which whole communities had planned to live on.

The beings appeared very weak, and he realised that they were in need of water and food. There was no way that they could survive being taken down to the dome. He was curious to know

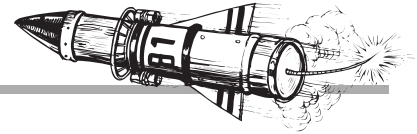
more about them, so he decided to provide the immediate help they needed.

Michael, Melissa and Brad certainly added interest and entertainment to Sebastian's life. He made daily visits with supplies and watched their rapid return to health. They were a constant source of amazement to Sebastian's community, especially to the other “swimmers”, but the three would not stay for long. They were very anxious to resume their desperate search for land. Returning to their floating community, which was unable to survive for more than a few months, however was no longer an option.

A large black bird that had been circling the boat for some time landed on the stern and seemed to be staring at them with its enormous blue eyes. It was unlike any of the seabirds they occasionally saw diving for fish. The bird seemed to be holding something in its beak. It flew over and dropped something at Melissa's feet. A tiny creature lay very still, hardly breathing on the deck. Melissa picked it up by the tail, identifying it as a kind of mouse similar to some she had seen in old story books. They stared in wonder as the bird squawked at them and slowly, ever so slowly, started to fly toward the west.



## THE ROCKET BUILDER



### Literal

Find the answers directly in the text.

Read each sentence. Decide if each statement is **True** or **False**.

1. According to the text, Jake Gilligan became a rocket scientist at NASA.  True  False
2. *Sputnik* was launched into Earth's orbit in October 1967.  True  False
3. The Fairfield Library had many books about building rockets.  True  False
4. The boys wanted to be noticed, so they built a rocket.  True  False
5. Jake believed his dad would tell him to play football instead of building rockets.  True  False
6. Miss Warner was the boys' English teacher.  True  False

### Inferential

Think about what the text says.

1. In 1957, Jake Gilligan watched the launch of *Sputnik* on television through a store window. What is the most likely reason he didn't watch it at home?  
\_\_\_\_\_
2. Why do you think the Fairfield Library only had two books about rockets?  
\_\_\_\_\_
3. Why was a flat area ideal for launching the rocket?  
\_\_\_\_\_
4. List words or phrases to describe how you think the boys were feeling when:
  - a. they were in Gerry's basement, building their rocket.  
\_\_\_\_\_  
\_\_\_\_\_
  - b. they were crouched behind the steel as the fuse burnt down to ignite their rocket.  
\_\_\_\_\_  
\_\_\_\_\_

# THE ROCKET BUILDER

**On Your Own**

Use what you know about the text and your own experience.

1. Even though the boys knew their fathers would be unhappy about them wasting their time building a rocket, they went ahead and built one. Why do you think this is?

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2. What do you think the kids at school thought about Dave, Gerry and Jake after they heard about the rocket the boys had built?

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3. Write about a time when you were so excited about doing something that you didn't care what others would think of you.

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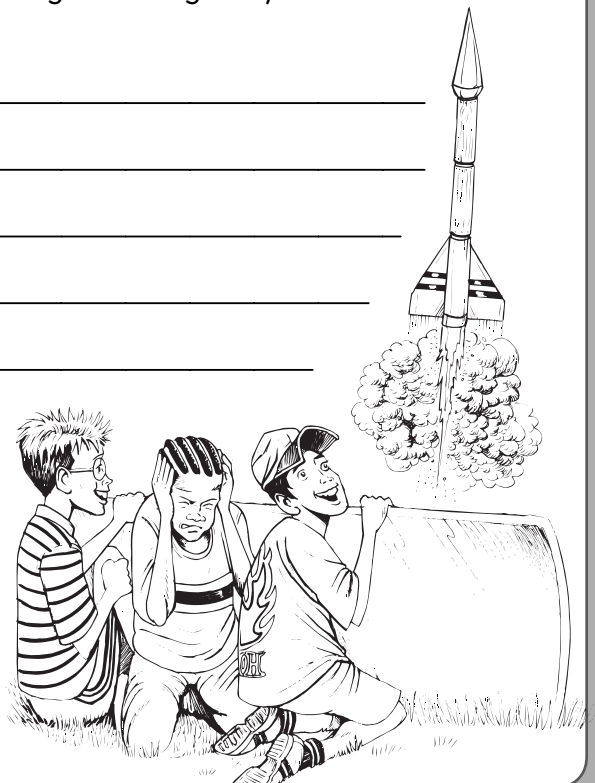
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**THE ROCKET BUILDER**

**Predicting**

Use the text on page 17 to complete the following activity. The launch was a success! The boys ran back to town and told everyone who would listen about their rocket.

1. Predict what each person would say about the boys and their rocket.

Miss Warner:

\_\_\_\_\_

\_\_\_\_\_

Journalist for the *Fairfield Times* newspaper:

\_\_\_\_\_

\_\_\_\_\_

Jake's father:

\_\_\_\_\_

\_\_\_\_\_

Judge at the state science competition:

\_\_\_\_\_

\_\_\_\_\_

2. a. The text shows just one chapter of Jake Gilligan's autobiography. With a partner, discuss what you think the other chapters in the autobiography would be about. Write three questions that you would like answered about Jake Gilligan's life. List them below.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- b. Choose one question above. Discuss with a partner what you think the answer might be. Write the answer you agreed upon below.

\_\_\_\_\_

\_\_\_\_\_

3. It is the year 2050, and you are writing your own autobiography. How will your life story be similar to or different from Jake Gilligan's autobiography? Make notes below.

**Comparing**

Similar	Different