

Name \_\_\_\_\_ Date \_\_\_\_\_

Read the paragraph. Then answer the questions.

# In the Band

When a band plays, you hear brass instruments. The players make different sounds by blowing into a mouthpiece. A trumpet player presses valves to change the sound. A trombone player pulls a slide back and forth. The trumpet has a higher sound than the trombone. The trombone is a larger instrument.



1. How are the trumpet and the trombone alike?
  - A. The players pull a slide back and forth.
  - B. The players blow into a mouthpiece.
  - C. The instruments are the same size.
  
2. How are the trumpet and the trombone different?
  - A. The trombone has a lower sound.
  - B. The trumpet is played in bands.
  - C. The trombone is a brass instrument.
  
3. The main idea of this paragraph is
  - A. how to play a trumpet.
  - B. brass instruments in a band.
  - C. the size of a trombone.

This student page includes a short passage focusing on three of these essential comprehension skills.

## Comprehension Skills At-a-Glance

Use the information that follows to introduce the reading comprehension skills covered in this lesson.

### Main Idea & Details

Understanding the main or key idea of a paragraph is crucial for a reader. The main idea is what the paragraph is about. The other parts of the paragraph help to explain more about this key idea. Sometimes, the main idea is in the first sentence of a paragraph.

The information that supports the main idea is usually referred to as the details. Details help a reader gain a fuller understanding of a paragraph.

### Context Clues

Using context means determining an unfamiliar word's meaning by studying the phrases, sentences, and overall text with which the word appears. Context clues help readers comprehend and enjoy a text and also read more smoothly and efficiently.

### Compare & Contrast

Recognizing how events, characters, places, and facts are alike and different helps a reader gain a richer understanding of a text. Sometimes a reader can learn more about something by finding out what it is *not* like than what it is like. A comparison shows similarities, while a contrast shows differences.

### Inference

Although most primary students don't know what an inference is, many are most likely making inferences—both in their daily lives and when reading—without being aware of it. Students should understand that writers don't include every detail in their writing; it is up to readers to supply some information. A reader makes a guess or inference by putting together what is in a text with what he or she already knows. Inferring makes a significant difference in how much a reader gains from a text.

### Predict

Good readers take time to think about a text. One way they do this is by thinking ahead to determine what may happen next or how an event will unfold. Often, information a reader has come across in the text provides clues to what will happen next. In many cases readers also use what they already know when they make predictions.

### Fact & Opinion

Readers who can identify and differentiate between statements of fact and opinion are better able to analyze and assess a text. Students should learn to recognize phrases such as *I think* and *you should*, that signal opinions.

Answers: page 7:

1. B
2. A
3. B