


THE MIRACULOUS JOURNEY OF EDWARD TULANE




Chapter 1
Comprehension Quiz
The Miraculous Journey of Edward Tulane

Name: _____ Date: _____

Directions: Circle the correct answer.

1. What was Edward Tulane primarily made of?
 - a. porcelain
 - b. glass
 - c. plastic
 - d. stone
2. What allowed Edward's ears to be placed in different positions?
 - a. elastic bands
 - b. rubber joints
 - c. imitable wires
 - d. metal springs
3. How tall was Edward Tulane?
 - a. one foot
 - b. two feet
 - c. almost three feet
 - d. nearly four feet
4. What part of Edward's body made him feel uncomfortable?
 - a. his shoulders
 - b. his ears
 - c. his feet
 - d. his pants
5. What time did Madame refuse to open her cabinet each day?
 - a. when the clock struck noon
 - b. when the clock struck two
 - c. when the clock struck three
 - d. when the clock struck four



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6. Edward preferred water because he could see his reflection in the dark solution.

7. Madame was Madame's maid who gave Edward to her.

8. Edward's extraordinary window included _____.

9. How did Madame's parents react to finding Edward as if he were dead? Captain using evidence from the boat.

10. Describe Edward's personality as what you learned about him in the chapter.

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Chapter Quizzes



Chapter 2directed Reading Answer

**David W. Moore,John E.
Readence,Robert J. Rickelman**

Chapter 2 directed Reading Answer:

Assessing Readers Rona Flippo, 2014-01-23 A Co publication of Routledge and the International Reading Association This new edition of Assessing Readers continues to bridge the gap between authentic informal and formative assessments and more traditional quantitative and summative assessment approaches At the heart of the book is respect and confidence in the capabilities of knowledgeable teachers to make the correct literacy decisions for the students they teach based on appropriate assessments Inclusive and practical it supports individual classroom teachers knowledge beliefs decisions and roles and offers specific assessment instruction and organizational ideas and strategies while incorporating a range of perspectives that inform the field of reading and literacy education covering the most important ideas and information found in more traditional reading diagnosis books Changes in the Second Edition Addresses the Common Core State Standards Includes Response to Intervention RTI Discusses family literacy in language diverse homes and the needs of ELL students Covers formative assessment Offers ideas and guidelines for ELL assessment Looks at issues of accountability and teaching to prescribed state tests and objectives versus accommodating to them the pitfalls and problems and how to cope Provides new practical examples including new rubrics more teacher developed cognitive assessments a new case study and new teacher developed strategy lessons

Bookwise Sharon Parsons, 2001 With a balance of fiction and non fiction text types and genres Bookwise is carefully graded and organised into five cross curricular strands encouraging links to other subjects The full colour readers are accompanied by Teacher s Guides and Resource Sheets to help you get the most out of your Guided Reading and Writing sessions Holt Science and Technology 2002 Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2002 **Phases of College and Other Adult Reading Programs** National Reading Conference (U.S.), 1961

Holt Science and Technology Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2000-05 **Holt Science and Technology** Holt, Rinehart and Winston Staff, 2001 **Magruder's American Government Guided Reading and Review**

Workbook Student Edition 2003c William A. McClenaghan, 2002-05-15 High School Hailed as a stellar educational resource for nearly a century Magruder s American Government is updated annually to meet the changing needs of today s high school students and teachers The program s engaging narrative is enhanced with numerous primary sources political cartoons charts graphs and photos making the structure and principals of government accessible and motivating to students of all abilities

Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science , 2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction **Proceedings - Southwest Reading**

Conference for Colleges and Universities , 1960 Prereading Activities for Content Area Reading and Learning John E.

Readence, David W. Moore, Robert J. Rickelman, 2000 Reading materials used during the study of subjects often contain unfamiliar concepts strange terms and unusual writing styles Research has informed educators about the value of preparing students for reading in the content areas This book provides practical activities that help teachers begin in the complicated task of planning effective pre reading activities that maximize their student s learning Table of contents Chapter 1 Preparing students to read in the content areas Chapter 2 Asking and answering questions before reading Chapter 3 Forecasting passages Chapter 4 Understanding vocabulary Chapter 5 Graphically representing information Chapter 6 Writing before reading Chapter 7 Combining pre reading activities Reading Diagnosis and Direct Instruction William H. Rupley, Timothy R. Blair, 1983 **Teaching Reading in Today's Middle Schools** Betty D. Roe, Sandy H. Smith, 2004-10 This text combines a research based approach to reading instruction with the theories issues and strategies most relevant to prospective middle school teachers The authors promote a balanced approach to literacy instruction that includes active learning cooperative learning and critical thinking strategies These strategies and their applications empower teachers to become key decision makers in their students literacy programs *America Pathways to the Present* ,1995 *Reading Comprehension* John D. McNeil, 1984 Economics, Today & Tomorrow Roger LeRoy Miller, 1995 Applies traditional economic theory to contemporary problems such as unemployment inflation and conflicting economic systems Prereading Activities for Content Area Reading and Learning David W. Moore, John E. Readence, Robert J. Rickelman, 1989 This book describes a wealth of prereading activities and strategies designed to help teachers make the unfamiliar and often unappealing material of textbooks understandable to students Features ideas teachers can apply in the classroom strategies for making students independent learners and a chapter on writing *Reading and the Middle School Student* Judith L. Irvin, 1998 The last three decades have been a time of renewed interest in middle level education In fact membership in the National Middle School Association has skyrocketed Also current research and theory in reading education have contributed to what educators know about the most exciting ways for improving literacy abilities This is a new EDITION of the best selling guide to middle school literacy instruction and literacy programs Numerous strategies are recommended for the instruction of vocabulary comprehension study skills and using literature across the curriculum This book is for prospective and practicing teachers program specialists and resource teachers concerned with improving the literacy abilities of mid level learners Parents will also find it helpful *Teaching Elementary Language Arts* Dorothy Rubin, 2000 Teaching Elementary Language Arts An Balanced Approach is based on sound research and psychological principles however this is not a theory text since a practical approach is emphasized throughout to help teachers effectively implement a dynamic language arts program

Diagnosis and Improvement in Reading Instruction Dorothy Rubin, Michael F. Opitz, 2007 This popular introduction to diagnosing and improving reading instruction is now revised and updated based on the latest assessments and research It includes the most current and up to date research assessment bibliographic references internet activities and activities

throughout the text Increased coverage on hot topics such as phonological awareness reading fluency and English Language Learners have been included to expose teachers to these critical terms All chapters have been substantially revised and four new chapters have been added including assessing and teaching early literacy and using many different kinds of texts to help children overcome reading difficulties Includes a complete Informal Reading Inventory making the text even more comprehensive Appendix A Also includes early literacy assessment forms and language transfer issues that my impact reading performance Appendix C Uses case studies to help students gain insight into a diagnostic reading and improvement program Weaves its discussions of such topics as authentic assessment performance based assessments and portfolio assessment Addresses requisite components of a diagnostic reading and improvement program and how to weave them together Places an emphasis on multicultural needs Provides a wealth of practical hands on scenarios that put key concepts into action Includes a running glossary that highlights key terms throughout the text

Literacy James David Cooper, Nancy D. Kiger, 2003 Now appearing in its fifth edition this reading methods text focuses on a contemporary active learning approach for teaching literacy Its 11 chapters and teacher resource handbook help teachers develop balanced literacy programmes using both direct and indirect instruction One of the text s hallmark features is its complete presentation of authentic children s stories accompanied by sample lesson plans that guide teachers in developing their own lessons Highlights of this fifth edition include New A new full colour design and re designed literacy lessons New Chapter 1 Focus on Literacy Learning emphasises the stages of literacy development the role of standards how diversity impacts literacy learning and the place of technology in literacy development New Chapter 10 Developing a Management System for the Balanced Literacy Classroom presents procedures for developing student routines New The text now explores how instructors can meet the needs of English language learners in diverse classrooms New To The Student Reading This Text is an introduction that explains what students should do before reading while reading and after reading each chapter so they get the most out of the text material New The Literacy Helping Children Construct Meaning web site provides additional resources for extended instructor and student support

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