

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



Tom is a black cat. He lives in a house. He drinks milk and eats cat food. Sometimes, his master gives him fish. After each meal he licks himself to clean his fur. Tom is a little cat, and his master calls him kitten. Tom loves to play with a ball of yarn. He pretends to see a rat, and he runs to catch it. He meows when he is hungry and purrs when he feels happy. Tom is a happy cat and he purrs a lot.

### 1. Who is Tom?

Circle the picture of Tom.



### 2. True or false?

- Tom lives in a house with his master.
- Tom is a happy kitten.
- Tom purrs when he is hungry.
- Tom eats fish sometimes.
- Tom loves to be clean.
- Tom plays with a rat.

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### 3. What can Tom do? Check the correct boxes.

☐

swim

☐

clean his fur

☐

fly

☐

run

☐

meow

☐

whistle

☐

purr

☐

bark

☐

roar

☐

climb trees

☐

play

☐

chirp

### 4. What does Tom like to eat? Circle the correct pictures.



# Reading Comprehension Top

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**Designing Tasks for the Communicative Classroom** David Nunan, 1989-03-09 This book integrates recent research and practice in language teaching into a framework for analysing learning tasks. Fairness and Validation in Language Assessment Antony John Kunnan, 2000-10-12 Fairness of language tests and testing practices has been a concern among test developers and test users. The 19th annual Language Testing Research Colloquium held in 1997 in Florida brought this concern into focus. The papers in this volume offer an introduction to fairness and validation in the field of language assessment. *Daily Reading Comprehension* Evan-Moor Educational Publishers, 2010 Common Core Top Pick for Reading Literature and Informational Text. Key Ideas and Details, Craft and Structure, Range of Reading and Level of Text Complexity. View all Common Core Top Picks for Reading Literature and Informational Text. Daily instruction on the reading strategies and comprehension skills your students need to improve reading comprehension and raise test scores. Engage your students in reading, thinking about, and responding to a variety of passages and texts. *Daily Reading Comprehension Grade 5* presents your students with the reading strategies and comprehension skills they need to become strong and successful readers. 30 weeks of instruction cover the following reading skills and strategies: Skills Theme, Character, Setting, Main Idea, Details, Fact, Opinion, Visual Information, Author's Purpose, Make Predictions, Draw Conclusions, Cause Effect, Compare Contrast, Nonfiction Text Features, Strategies, Monitor Comprehension, Make Connections, Visualization, Organization, Determine Important Information, Ask Questions. **Routledge International Handbook of Schools and Schooling in Asia** Kerry J.

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Handbook of Educational Psychology and Students with Special Needs Andrew J. Martin, Rayne A. Sperling, Kristie J. Newton, 2020-02-18 Handbook of Educational Psychology and Students with Special Needs provides educational and psychological researchers, practitioners, policy makers, and graduate students with critical expertise on the factors and processes relevant to learning for students with special needs. This includes students with attention deficit hyperactivity disorder, other executive function difficulties, behavior and emotional disorders, autism spectrum disorder, intellectual disabilities, learning disabilities, dyslexia, language and communication difficulties, physical and sensory disabilities, and more. With the bulk of educational psychology focused on mainstream or typically developing learners, relatively little educational psychology theory, research, measurement, or practice has attended to students with special needs. As clearly demonstrated in this book, the factors and processes studied within educational psychology—motivation and engagement, cognition and neuroscience, social-emotional development, instruction, home and school environments, and more—are vital to all learners, especially those at risk or disabled. Integrating guidance from the DSM-5 by the American Psychiatric Association and the International Classification of Diseases ICD-10 by the World Health Organization, this book synthesizes and builds on existing interdisciplinary research to establish a comprehensive case for effective psycho-educational theory, research, and practice that address learners with special needs. Twenty-seven chapters by experts in the field are structured into three parts on diverse special needs categories: perspectives from major educational psychology theories and constructs relevant to special needs; learning, development, and knowledge building. **Readability and Top-level Structure** Charlene Clements Swanson, 1979

**TOEFL Skills for Top Scores** Patricia Noble Sullivan, Grace Yi Qiu Zhong, 1989 **Top of the Class Reading Comprehension Kit**, 2015-09-01 The Top of the Class reading kit is a unique 7-booklet multi-grade program for self-paced, interconnected language arts skill building and reading comprehension development. Set includes A family quick guide and reading tips booklet, reading comprehension and fluency skill builders, vocabulary skill builder, independent reading and homework reading logbooks, and a reading data chart book so users can track their personal reading progress. This versatile 7-volume set can be used at home for parents who wish to help develop the reading and literacy skills of their children all year round. Additionally, teachers can use this kit in the classroom for supplemental language arts enhancement, reinforcement of Super Lessons, or even as part of a substitute folder for absent teachers. The kit is also a great idea as an incentive or academic reward for students. *Reading Comprehension and "best Practices"* Dawn K. Webster, 2011

*Yearbook*, 1979 The Wisconsin Times, 1987 **FC Top Marks! Use of English and Reading Comprehension** Nicholas Stephens, 1999-07 First Certificate Top Marks Use of English and Reading Comprehension provides thorough coverage of the skills and techniques needed to achieve success in papers 1 and 3 of the Cambridge First Certificate examination. It is also ideal for students retaking the exam. **The effect of hearing loss on neural processing**

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