

# Reading Comprehension in Varied Subject Matter

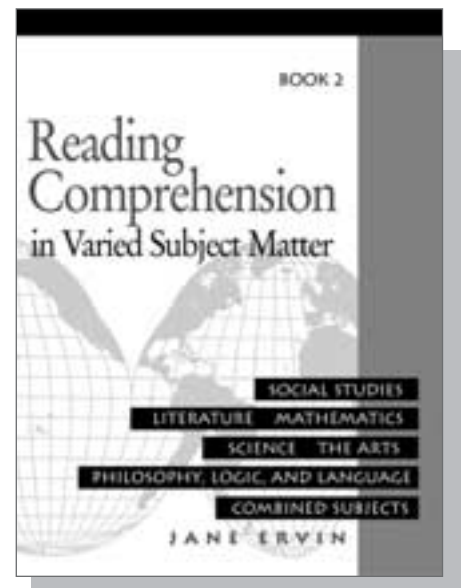
BOOK 2

Jane Ervin

Recommended for Grades 4–5

*Reading Comprehension* introduces valuable skills including main idea, sequencing, literal and inferential recall, and vocabulary. This series features short fiction and nonfiction reading passages that are organized thematically. Questions after the passage ask students to summarize, draw conclusions, state the main idea, and sequence events. The questions follow a consistent format, making this series ideal for classrooms with students of varying reading ability.

The following sample passage **Summer Sun** features a poem illustrating the literary technique of personification designed to reinforce inferential thinking, writing, and vocabulary skills. Try this lesson today with an individual student, a small group, or the entire class. *Reading Comprehension* can be incorporated into almost any reading curriculum.



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## Recommended Companion Material

See our Companion Material recommendations on page 5 for great materials that complement *Reading Comprehension*.



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Selection 29—Subject: Literature  
Theme: Different Literary Styles and Forms—Personification

## SUMMER SUN

### ABOUT THE PASSAGE

People have often told stories and written poems in which nonhuman things act like human beings. We call this **personification**. Poets do this to give us a new way of seeing the thing they are describing.

### REASON FOR READING

To notice in what ways the poet makes the sun like a person.

### READ THE POEM

Great is the sun, and wide he goes  
Through the empty heaven without **repose**,  
And in the blue and glowing days  
More thick than rain he **showers** his rays.

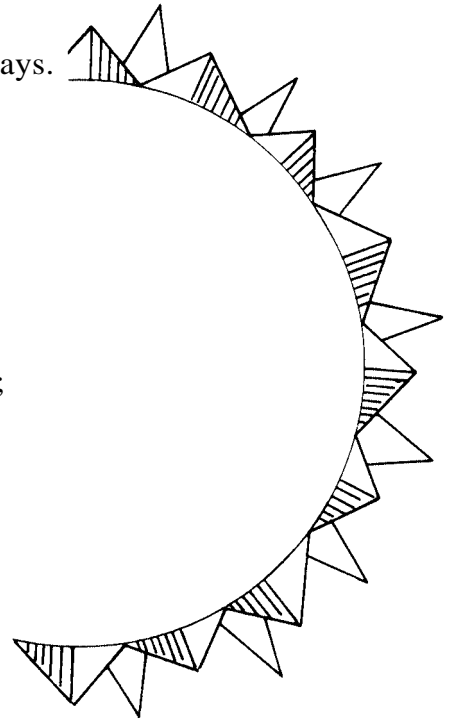
Though closer still the blinds we pull  
To keep the shady **parlor** cool,  
Yet he will find a **chink** or two  
To slip his golden fingers through.

The dusty attic spider-**clad**  
He, through the keyhole, maketh glad;  
And through the broken edge of tiles  
Into the **laddered** hayloft smiles.

Meantime his golden face around  
He bares to all the garden ground,  
And sheds a warm and glittering look  
Among the ivy's inmost **nook**.

Above the hills, along the blue,  
Round the bright air with **footing** true,  
To please the child, to paint the rose,  
The gardener of the World he goes.

—Robert Louis Stevenson



## THINKING IT OVER

(1) Give three words or phrases from the poem that make you feel the sun is a person.

- (a) \_\_\_\_\_
- (b) \_\_\_\_\_
- (c) \_\_\_\_\_

## STUDYING THE PASSAGE

(1) Find the Main Idea: Choose one.

- (a) The sun gives warmth.
- (b) The sun is not enjoyable when it is too hot.
- (c) The sun shining on the earth is like a gardener caring for his garden.
- (d) The sun is really a large ball of fire.

\_\_\_\_\_

(2) Find the Facts: Mark each one *true* or *false*.

- |  |           |
|--|-----------|
| (a) The sun shines over a large area.              | (a) _____ |
| (b) We can keep the sun out by closing the blinds. | (b) _____ |
| (c) The sun brightens the dusty attic.             | (c) _____ |
| (d) The sun makes the ivy shine.                   | (d) _____ |
| (e) The sun makes the hills look blue.             | (e) _____ |
| (f) The sun paints the roses with a brush.         | (f) _____ |

(3) Find the Order: Number the following in the order in which they appear in the poem.

- |   |       |
|---|-------|
| (a) Into the laddered hayloft smiles.           | _____ |
| (b) He bares his face to all the garden ground. | _____ |
| (c) More thick than rain he showers his rays.   | _____ |
| (d) The gardener of the World he goes.          | _____ |
| (e) He slips his golden fingers through.        | _____ |

- (4) Go beyond the Facts: Which one of the following is the best summary of this poem?
- (a) The sun is the great gardener.
  - (b) The sun brings beauty in different ways to different places.
  - (c) The sun is better than the rain.
  - (d) The sun is a nuisance.
- 

### USING THE WORDS

- (1) Words and Their Meanings: Write the letter of the correct definition beside the word. The third word has *two* meanings.

_____ personification	(a) a sheltered corner
_____ repose	(b) rains
_____ showers	(c) dressed in, wearing
_____	(d) a firm placing of the feet
_____ parlor	(e) a small crack
_____ chink	(f) sleep, rest
_____ clad	(g) gives generously
_____ laddered	(h) having a ladder
_____ nook	(i) a formal living room
_____ footing	(j) writing about a nonhuman thing as though it were human

- (2) Write a paragraph using two of the words from the list above. Use a separate piece of paper.

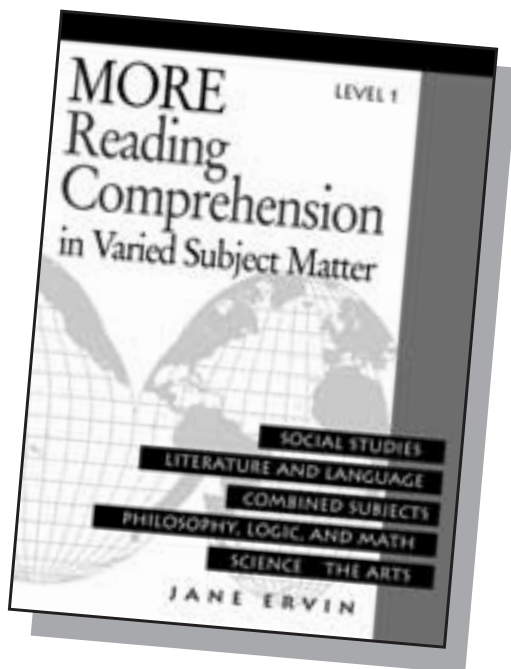
### WRITING ABOUT IT

Use a separate piece of paper.

- (1) Rewrite the poem telling the facts in a straightforward way. (This kind of writing is called prose.)
- (2) Write a poem using personification.

## Recommended Companion Material

EPS offers a wide range of products that complement the comprehension activities in *Reading Comprehension*. We recommend the following series to help students develop comprehension and reasoning skills.



### ***More Reading Comprehension in Varied Subject Matter***

Grades 6+

*More Reading Comprehension* features short reading passages in these subject areas: social studies, science, literature, mathematics, philosophy, logic, language, and the arts. Each passage is followed by comprehension exercises and is designed for older students who need more practice in basic comprehension skills.

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Grades 4–7

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