



Reading Comprehension Cards

Set Five

**Finding the Sequence  
and  
Finding Cause and Effect**



# Hot Dots® Reading Comprehension Cards

Hot Dots Reading Comprehension Cards are two cards in one! Use the cards with the Hot Dots Power Pen™ (sold separately) for independent review, or use the cards themselves as traditional reading comprehension cards.

## What's on each card?

Question

Hot Dots answer choices

1. When the old man couldn't pull out the turnip,

- A) he called the cat to help him.
- B) he decided not to pull it out.
- C) he called the old woman to help him.

2. When the old woman couldn't pull out the turnip,

- A) she called the dog to help her.
- B) she called her granddaughter to help her.
- C) she held onto the mouse.

3. The one who came to help last was

- A) the cat.
- B) the dog.
- C) the mouse.

4. After the mouse pulled with the others,

- A) the turnip finally came out.
- B) the turnip still did not come out.
- C) everyone left the turnip in the ground.

## Using the cards with the Hot Dots Power Pen

Read the story on the front of the card. Turn the card, read the questions, and use the Hot Dots Power Pen to select your

answer choices. The pen gives instant feedback each time. When a correct answer is selected, the pen lights up and makes one of seven positive, congratulatory sounds. When an incorrect answer is selected, the pen makes a simple wrong answer sound. (Sorry, no lights!)

Demonstrate how the Hot Dots Reading Comprehension Cards and Power Pen work before letting children work independently. Show how to position the pen on a Hot Dots answer choice. Make sure the tip of the Power Pen touches the center of the dot next to the answer and that it sits flat on the surface of the Hot Dot.

## Tips:

- Make sure the cards rest on a hard surface when using them with the Power Pen.
- Never laminate the cards.

## Using the cards as traditional reading comprehension cards

Read the story then turn the card over to answer the questions with pencil and paper. Check the answers. The correct answers appear on the Answer Key card.

## Suggestions for the Teacher

**Set 5: Finding the Sequence** is a collection of 50 stories in increasing order of difficulty, reading levels Grades 2-5. Each story meets the content criterion of State and National Standards for English and Language Arts. On the back of each card are four multiple-choice questions which focus on specific details from the selected text.

### Comprehension Check

Students read the story and then turn the card over to answer the questions with the Hot Dots Power Pen or with pencil and paper. When one or more items are answered incorrectly on two successive selections, the student has reached his or her level of reading independently for comprehension.

The stories may be duplicated and the comprehension questions given as a group or class activity.

### Oral Reading Test

These paragraphs may be used as oral reading tests. The student reads orally from one copy while the teacher marks on another copy. It's best to type the reading materials double-spaced to allow room for marking. It's often more convenient to have the student tape record the reading—at least until the teacher becomes thoroughly familiar with oral diagnosis marks.

These 10 marks are useful for oral reading diagnosis.

1. Circle omissions.
2. Write in insertions with a caret (^).
3. Draw a line through substitutions and mispronunciations and write in the word as it was pronounced above.
4. When reading is too fast to write in all mispronunciations, draw a line through the word and write "P" over the word.
5. Underline with a wavy line to indicate repetition.
6. Mark inversions as a substitution or write "I" over the word.
7. Connect disregarded punctuation with a curved line.
8. Bracket words with which the student needs help.
9. Make a check mark over words that the student corrected him/herself.
10. Indicate a pause with two vertical lines.

### Example:

The man in the (black) suit was walking <sup>I</sup> <sup>slowly</sup> up  
the <sup>pad</sup> path. I (didn't) know his // name, but I  
thought <sup>P</sup> I had seen him before. ~ He told me  
his name <sup>last</sup> later. ✓

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