

Reading Comprehension

Make Inferences and Generalizations

Read the passage, and then answer the questions below it. Mark the letter of your answer on a bubble sheet if your teacher provides one; otherwise, circle the letter of the correct answer.

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;
Footprints, that perhaps another,
Sailing o'er life's solemn main,

A forlorn and shipwrecked brother,
Seeing, shall take heart again.
Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

—"A Psalm of Life" by Henry Wadsworth Longfellow

- 1 According to the passage, how can the lives of great people affect a person in despair?
 - A Great people provide hope and inspiration.
 - B Great people make a person in trouble feel worse.
 - C Great people represent wealth and happiness.
 - D Great people make success seem unattainable.
- 2 Which of the following best describes the poet's philosophy?
 - A Only great people have control over their lives.
 - B Be active and live in the present, even in the face of adversity.
 - C Always try to help those who are in need.
 - D People are alone in life and in death.
- 3 The poet intends to—
 - A be pessimistic
 - B offer criticism
 - C become nostalgic
 - D provide encouragement
- 4 How would the poet most likely face a problem?
 - A by ignoring it
 - B by trying to solve it himself
 - C by letting a great person solve it
 - D by becoming discouraged
- 5 According to the passage, how does the poet most likely feel about the past?
 - A He feels the past is far greater than the present.
 - B He feels that it is better for humanity to focus on the future than the past.
 - C He feels that the past has no connection to the present.
 - D He feels that humanity can look to the past for guidance.
- 6 What do the footprints in this passage represent?
 - A traces of the lives of great people
 - B the passage of time
 - C future generations
 - D life

High School Comprehension Questions And Answers

Karin Nielsen-Saines



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Strategies for Integrating Reading and Writing in Middle and High School Classrooms Karen D. Wood, Janis M. Harmon, 2001, The Collaborative IEP Kristen M. Bordonaro, Megan Clark, 2024-10-29 Individualized education plans IEPs have the potential and responsibility of providing individuals with the highest level of learning opportunities In this guide discover the essential steps and vital understandings for team members to create student centered IEPs This book simplifies the IEP writing process and provides practical strategies and structures that can help general and special education teachers write compliant and effective IEPs for students K 12 teachers and special education teachers can use this book to Gain practical working knowledge of IEPs and why collaborative teams are needed to develop strong ones Understand how to use a future based approach to immediately improve their support of students Ponder the landmark Endrew F v Douglas County School District case s ramifications on special education Recognize how to meaningfully engage students parents and guardians in the IEP process Consider chapter ending reflection questions as opportunities for discussion and action Contents Introduction Our Whys Chapter 1 Why Collaborative IEPs Are Essential Chapter 2 A Collaborative Approach Chapter 3 Parents and Guardians as Partners in the IEP Process Chapter 4 Writing the PLAAFP Statement Chapter 5 Writing Goals Chapter 6 Writing Goals Data Considerations Chapter 7 Understanding Accommodations and Modifications Chapter 8 Determining Service Minutes and Placement Chapter 9 Behavior Assistive Tech Transition and Low Incidence Epilogue Appendix References and Resources Index

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