



Reading Comprehension

Elementary Level

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ENGLISH COMPREHENSION TESTS

All the Learn Aid tests front pages have been carefully designed with various purposes in mind, being the primary to identify the booklet easily. Each test area: Non Verbal, Spanish, English and Math have a colorful logo which anticipates its content. The page frame change its color according to the level the test belongs to. Also, to maintain an inventory control, each booklet is codified with the Tester's assigned numbers. The student is asked to write the number, of the booklet that is using, in the Answering Sheet.

The Reading Comprehension Test covers the basic reading skills the students need to master, according to the Puerto Rico Department of Education Core Standards and the English series mainly used by our private schools. These are the literal comprehension skills: identifying the main idea, remembering details and sequencing and the inferential comprehension skills: cause and effect and inferences. Also, it includes the vocabulary skills: identifying meaning of words within its context, synonyms and antonyms.

The size of the print and spacing between lines is kept in a comfortable size for the students to read easily and changes depending on the level. Also, the length and difficulty of the texts and questions grows with the levels. Each test is revised annually as well as the norms that classifies the results in high proficient, proficient and low proficient.

In this Practice Booklet we present samples of the questions used in the test to demonstrate understanding of what is read in grades First through Sixth.

First, Second and Third grade tests are different from Fourth, Fifth and Sixth in terms of structure and the parts included in the test. We will present the parts and some exercises for each as to demonstrate how the questions are presented to obtain proficiency of the skill tested.

Also, you will find the Answering Sheet used for each level at the end of this booklet.

English

Listen and follow the instructions.

Important...

Do no write in this booklet.

Mark all your answers filling the bubbles on your answering paper.

When you see the  wait for more instructions.

When you see the  you can continue working.

Instructions for the tests administered to Fourth, Fifth and Sixth grades

1. In this booklet you will find three parts: a story, a poem and an essay.
2. Read each selection and answer the exercises that follow.
3. On your answering paper, darken the bubble of the letter that corresponds to the best answer.
4. You can return to read again if you find it necessary.

Part I - A Story

John and James were best friends. They fought for many reasons but never gave up their friendship. They went together in search of a job and visited many places expecting to earn more money. They passed through various place like villages, towns, forests, beaches and were supporting each other all the way throughout their journey.

One day they found themselves lost in a desert and they had little food and water, John told James to eat half the quantity of food and half the water, then once they get very tired and felt like they couldn't make a step they could eat the other half and save water for later use.

However, James disagreed. He wanted to drink all the water as he was very thirsty. They quarreled with each other to drink the water. John slapped James and decided to have food. Later, they continued their journey but walked in silence. James wrote in the sand, "*My best friend slapped me*".

They shared the meager amount of food and water and finally reached an oasis. They were very tired after passing through the dry and hot desert. James was so happy to see the oasis and had a lot of fun in the water. While they both were bathing, James was a bit careless and began to drown. John rushed to him and saved James. James hugged his friend and thanked him.

After they had a little nap, they decided to leave the place. They were about to leave when James carved something on a stone: "*My best friend saved my life*" John asked, "Why do you write in the sand and stone James?" James replied, "You slapped me and I wrote in the sand. It was definitely not good. However, if you go back and see the sand you will find it is no longer there. But, I carved the good thing you did to me on the stone and there it will remain forever!"



1) The best title for this story is?

- A. Sand and Stone
- B. James and John
- C. The Best Friends
- D. Searching for Money

2) After fighting, the friends decided to _____.

- A. return to their homeland
- B. continue walking in silence
- C. stop their search and part
- D. hug and forgive each other

3) James wrote the bad things in the sand because_____.

- A. he had no other place to
- B. they were in the dessert
- C. he was very upset
- D. the wind would erase it

4) A synonym for **supporting** in the first paragraph is _____.

- A. helping
- B. tolerating
- C. promoting
- D. shielding



5) James and John went on the trip together because_____.

- A. they had a good friendship
- B. they both needed to earn money
- C. they wanted to explore places
- D. they had planned an excursion

6) The last place they went to was _____.

- A. a village
- B. a town
- C. a desert
- D. a beach

7) The author refers to the food as “meager” because_____.

- A. it was scant
- B. it wasn't good
- C. they fought for it
- D. it was delicious

8) The word careless, means the opposite of _____.

- A. neatness
- B. assistive
- C. helpless
- D. attentive



Part II - A Poem

There was a little guinea pig,
Who being little, was not big;
He always walked upon his feet,
And never fasted when he eats.
When from a place he ran away,
He never at the place did stay;
And while he runs, as I am told,
He never stood still for young or old.
He often squeaked, and sometimes violent,
And when he squeaked he never was silent.
Though never instructed by a cat,
He knew a mouse was not a rat.
One day, as I am certified,
He took a whim, and fairly died;
And as I am told by men of sense,
He never has been living since.



- 9) The main idea of this poem is _____.
A. the life of the guinea pig
B. the death of the guinea pig
C. the mouse and the rat
D. opposites and similarities
- 10) The guinea pig was described as _____.
A. being little and silent
B. sometimes being violent
C. looking similar to a rat
D. an excellent learner
- 11) The little guinea pig knew how to catch rats because _____.
A. he was a self-learner
B. he learned from cats
C. he always ran fast
D. he was not big
- 12) The word **fasted** in line four is the same as _____.
A. ran quickly
B. enjoyed
C. stopped
D. abstained



13) At the end, the author infers that the guinea pig _____.

- A. went away
- B. squeaked
- C. died old
- D. was lonely

14) The order in which the pig was described is _____.

- A. greedy, loud, fast and big
- B. small, greedy, unstable and loud
- C. little, loud, unstable and greedy
- D. silent, unstable, little and fast

15) The author speaks of **men of sense** meaning _____.

- A. men who owned pigs
- B. very sensible men
- C. people you can trust
- D. knowledgeable people

16) The word **whim** is the antonym of _____.

- A. impulse
- B. interest
- C. disgust
- D. urge

Part III - An Essay

Students will read an essay and answer eight questions similar to the previously presented to assess the same eight skills: detail, sequence, vocabulary, main idea, cause and effect, inference, synonym and antonym.



Skills for First and Second Grades

DECODING - The word is presented and students select the matching picture.

ENCODING - The picture is presented and the students select the matching word.

SIGHT WORDS—A simple incomplete sentence is presented and the students select the missing word.

EX: 17) We will _____ to the party.

A. jump B. sing C. go

WORD DEFINITION - Students are asked to find the word that names something as described.

Ex: 18) Find the word that names a **feeling**.

A. sad B. soft C. dark

VOCABULARY—Students are asked to find the picture that belongs to a particular group of similar things.

Ex: 19) Find the picture that belongs with shoe, dress and coat.

A.



B.



C.



Skills for Third Grade

Instructions:

1. In this booklet you will find three parts: Passage Reading, Interpreting a Schedule and Paragraph Reading.
2. Read each selection and answer the exercises that follow.
3. On your answering paper, darken the bubble of the letter that corresponds to the best answer.
4. You can return to read again if you find it necessary.

Part I - Passage Reading

- 20) One day, Brenda started to cry as she looked at her family album. Her mother observed her and went close to her, gave her a hug and said: "It's ok for you to cry, I know you miss her a lot but in the Summer we will go visit her. She will bake for us her delicious cookies"

Probably, Brenda was looking at the pictures of her _____.

- A. grandfather
- B. doctor
- C. grandmother
- D. neighbor



Part II - Interpreting a Schedule

Melanie's School Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8am	Math	Spanish	Math	Spanish	Math
930am	English	Math	English	Math	English
11am	Science	Soc. Studies	Science	Soc. Studies	Science
12m	Lunch Time	Lunch Time	Lunch Time	Lunch Time	Lunch Time
1:30pm	Playground	Photography	Playground	Dancing	Playground

21) Which class does Melanie have every day?

- A. Science
- B. Lunch Time
- C. Math
- D. English

22) How many times does Melanie go to the playground?

- A. Tuesday and Thursday
- B. three times a week
- C. Monday and Wednesday
- D. everyday of the week

23) Melanie's last class in the week is _____.

- A. Science
- B. Math
- C. English
- D. playground



Part II - Paragraph Reading

Claude Monet was born in Paris, France, in 1840. He was a great artist and helped invent an important style of painting called impressionism. Many of Monet's paintings are pictures of water. Boats, oceans, ponds, and lakes were some of his favorite subjects. Claude Monet loved the way colors reflect in water, and the special way that water makes the clouds and sky look. Monet even fixed up a boat as a floating studio. He kept paints, brushes, canvas, and drawing supplies on it. Monet sailed up and down rivers and streams, stopping to paint wherever he liked. It must have been fun.

24) Monet's nationality is _____ .

- A. British
- B. French
- C. Belgian
- D. American

25) Which of these events happened after the other three?

- A. Monet sailed up and down rivers.
- B. Monet was born in Paris.
- C. Monet fixed up a boat as a studio.
- D. Monet helped invent impressionism.



ANSWERING SHEET FOR FIRST GRADE

PÁGINA 4

ENGLISH

DECODING

EXAMPLE:  (A) (B) (C)

1) (A) (B) (C)

2) (A) (B) (C)

3) (A) (B) (C)

4) (A) (B) (C)

5) (A) (B) (C)

ENCODING

EXAMPLE:  (A) (B) (C)

6) (A) (B) (C)

7) (A) (B) (C)

8) (A) (B) (C)

9) (A) (B) (C)

10) (A) (B) (C)

SIGHT WORDS

EXAMPLE:  (A) (B) (C)

11) (A) (B) (C)

12) (A) (B) (C)

13) (A) (B) (C)

14) (A) (B) (C)

15) (A) (B) (C)

WORD DEFINITION

EXAMPLE:  (A) (B) (C)

16) (A) (B) (C)

17) (A) (B) (C)

18) (A) (B) (C)

19) (A) (B) (C)

20) (A) (B) (C)

VOCABULARY

EXAMPLE:  (A) (B) (C)

21) (A) (B) (C)

22) (A) (B) (C)

23) (A) (B) (C)

24) (A) (B) (C)

25) (A) (B) (C)

USO INTERNO



PÁGINA 4

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ANSWERING SHEET FOR SECOND GRADE

PÁGINA 2

#	MATEMÁTICA / MATH		
EJ 1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)
6	(A)	(B)	(C)
EJ 7	(A)	(B)	(C)
8	(A)	(B)	(C)
9	(A)	(B)	(C)
10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)
EJ 13	(A)	(B)	(C)
EJ 14	(A)	(B)	(C)
15	(A)	(B)	(C)
16	(A)	(B)	(C)
17	(A)	(B)	(C)
18	(A)	(B)	(C)
19	(A)	(B)	(C)
20	(A)	(B)	(C)
21	(A)	(B)	(C)
22	(A)	(B)	(C)
23	(A)	(B)	(C)
24	(A)	(B)	(C)
EJ 25	(A)	(B)	(C)
26	(A)	(B)	(C)
27	(A)	(B)	(C)
28	(A)	(B)	(C)
29	(A)	(B)	(C)
30	(A)	(B)	(C)
EJ 31	(A)	(B)	(C)
32	(A)	(B)	(C)
33	(A)	(B)	(C)
34	(A)	(B)	(C)
35	(A)	(B)	(C)
36	(A)	(B)	(C)
37	(A)	(B)	(C)
38	(A)	(B)	(C)
39	(A)	(B)	(C)
40	(A)	(B)	(C)

#	ENGLISH		
EX 1	(A)	(B)	(C)
2	(A)	(B)	(C)
3	(A)	(B)	(C)
4	(A)	(B)	(C)
5	(A)	(B)	(C)
6	(A)	(B)	(C)
EX 7	(A)	(B)	(C)
8	(A)	(B)	(C)
9	(A)	(B)	(C)
10	(A)	(B)	(C)
11	(A)	(B)	(C)
12	(A)	(B)	(C)
EX 13	(A)	(B)	(C)
14	(A)	(B)	(C)
15	(A)	(B)	(C)
16	(A)	(B)	(C)
17	(A)	(B)	(C)
18	(A)	(B)	(C)
EX 19	(A)	(B)	(C)
20	(A)	(B)	(C)
21	(A)	(B)	(C)
22	(A)	(B)	(C)
23	(A)	(B)	(C)
24	(A)	(B)	(C)
EX 25	(A)	(B)	(C)
26	(A)	(B)	(C)
27	(A)	(B)	(C)
28	(A)	(B)	(C)
29	(A)	(B)	(C)
30	(A)	(B)	(C)
31	(A)	(B)	(C)
32	(A)	(B)	(C)
33	(A)	(B)	(C)
34	(A)	(B)	(C)
35	(A)	(B)	(C)
36	(A)	(B)	(C)
37	(A)	(B)	(C)
38	(A)	(B)	(C)
39	(A)	(B)	(C)
40	(A)	(B)	(C)



USO INTERNO



PÁGINA 2

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ANSWERING SHEET FOR THIRD GRADE

#		MATEMÁTICA / MATH	
EJ	(A) (B) (C) (D)		
1	(A) (B) (C) (D)	26	(A) (B) (C) (D)
2	(A) (B) (C) (D)	27	(A) (B) (C) (D)
3	(A) (B) (C) (D)	28	(A) (B) (C) (D)
4	(A) (B) (C) (D)	29	(A) (B) (C) (D)
5	(A) (B) (C) (D)	30	(A) (B) (C) (D)
6	(A) (B) (C) (D)	31	(A) (B) (C) (D)
7	(A) (B) (C) (D)	32	(A) (B) (C) (D)
8	(A) (B) (C) (D)	33	(A) (B) (C) (D)
9	(A) (B) (C) (D)	34	(A) (B) (C) (D)
10	(A) (B) (C) (D)	35	(A) (B) (C) (D)
11	(A) (B) (C) (D)	36	(A) (B) (C) (D)
12	(A) (B) (C) (D)	37	(A) (B) (C) (D)
13	(A) (B) (C) (D)	38	(A) (B) (C) (D)
14	(A) (B) (C) (D)	39	(A) (B) (C) (D)
15	(A) (B) (C) (D)	40	(A) (B) (C) (D)
16	(A) (B) (C) (D)	41	(A) (B) (C) (D)
17	(A) (B) (C) (D)	42	(A) (B) (C) (D)
18	(A) (B) (C) (D)	43	(A) (B) (C) (D)
19	(A) (B) (C) (D)	44	(A) (B) (C) (D)
20	(A) (B) (C) (D)	45	(A) (B) (C) (D)
21	(A) (B) (C) (D)	46	(A) (B) (C) (D)
22	(A) (B) (C) (D)	47	(A) (B) (C) (D)
23	(A) (B) (C) (D)	48	(A) (B) (C) (D)
24	(A) (B) (C) (D)	49	(A) (B) (C) (D)
25	(A) (B) (C) (D)	50	(A) (B) (C) (D)

#		ENGLISH	
EJ	(A) (B) (C) (D)		
1	(A) (B) (C) (D)	26	(A) (B) (C) (D)
2	(A) (B) (C) (D)	27	(A) (B) (C) (D)
3	(A) (B) (C) (D)	28	(A) (B) (C) (D)
4	(A) (B) (C) (D)	29	(A) (B) (C) (D)
5	(A) (B) (C) (D)	30	(A) (B) (C) (D)
6	(A) (B) (C) (D)	31	(A) (B) (C) (D)
7	(A) (B) (C) (D)	32	(A) (B) (C) (D)
8	(A) (B) (C) (D)	33	(A) (B) (C) (D)
9	(A) (B) (C) (D)	34	(A) (B) (C) (D)
10	(A) (B) (C) (D)	35	(A) (B) (C) (D)
11	(A) (B) (C) (D)	36	(A) (B) (C) (D)
12	(A) (B) (C) (D)	37	(A) (B) (C) (D)
13	(A) (B) (C) (D)	38	(A) (B) (C) (D)
14	(A) (B) (C) (D)	39	(A) (B) (C) (D)
15	(A) (B) (C) (D)	40	(A) (B) (C) (D)
16	(A) (B) (C) (D)	41	(A) (B) (C) (D)
17	(A) (B) (C) (D)	42	(A) (B) (C) (D)
18	(A) (B) (C) (D)	43	(A) (B) (C) (D)
19	(A) (B) (C) (D)	44	(A) (B) (C) (D)
20	(A) (B) (C) (D)	45	(A) (B) (C) (D)
21	(A) (B) (C) (D)	46	(A) (B) (C) (D)
22	(A) (B) (C) (D)	47	(A) (B) (C) (D)
23	(A) (B) (C) (D)	48	(A) (B) (C) (D)
24	(A) (B) (C) (D)	49	(A) (B) (C) (D)
25	(A) (B) (C) (D)	50	(A) (B) (C) (D)

PÁGINA 2

PÁGINA 2
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ANSWERING SHEET FOR 4TH, 5TH, 6TH GRADES

PÁGINA 4

ENGLISH			
EJEMPLO			
(A) (B) (C) (D)			
1 (A) (B) (C) (D)	16 (A) (B) (C) (D)	31 (A) (B) (C) (D)	46 (A) (B) (C) (D)
2 (A) (B) (C) (D)	17 (A) (B) (C) (D)	32 (A) (B) (C) (D)	47 (A) (B) (C) (D)
3 (A) (B) (C) (D)	18 (A) (B) (C) (D)	33 (A) (B) (C) (D)	48 (A) (B) (C) (D)
4 (A) (B) (C) (D)	19 (A) (B) (C) (D)	34 (A) (B) (C) (D)	49 (A) (B) (C) (D)
5 (A) (B) (C) (D)	20 (A) (B) (C) (D)	35 (A) (B) (C) (D)	50 (A) (B) (C) (D)
6 (A) (B) (C) (D)	21 (A) (B) (C) (D)	36 (A) (B) (C) (D)	51 (A) (B) (C) (D)
7 (A) (B) (C) (D)	22 (A) (B) (C) (D)	37 (A) (B) (C) (D)	52 (A) (B) (C) (D)
8 (A) (B) (C) (D)	23 (A) (B) (C) (D)	38 (A) (B) (C) (D)	53 (A) (B) (C) (D)
9 (A) (B) (C) (D)	24 (A) (B) (C) (D)	39 (A) (B) (C) (D)	54 (A) (B) (C) (D)
10 (A) (B) (C) (D)	25 (A) (B) (C) (D)	40 (A) (B) (C) (D)	55 (A) (B) (C) (D)
11 (A) (B) (C) (D)	26 (A) (B) (C) (D)	41 (A) (B) (C) (D)	56 (A) (B) (C) (D)
12 (A) (B) (C) (D)	27 (A) (B) (C) (D)	42 (A) (B) (C) (D)	57 (A) (B) (C) (D)
13 (A) (B) (C) (D)	28 (A) (B) (C) (D)	43 (A) (B) (C) (D)	58 (A) (B) (C) (D)
14 (A) (B) (C) (D)	29 (A) (B) (C) (D)	44 (A) (B) (C) (D)	59 (A) (B) (C) (D)
15 (A) (B) (C) (D)	30 (A) (B) (C) (D)	45 (A) (B) (C) (D)	60 (A) (B) (C) (D)



USO INTERNO



PÁGINA 4

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Answering Key and Skills for Grades 4th, 5th and 6th

1. C / MAIN IDEA
 2. B / DETAIL
 3. D / CAUSE AND EFFECT
 4. A / SYNONYM
 5. B / INFERENCE
 6. C / SEQUENCE
 7. A / VOCABULARY
 8. D / ANTONYM
 9. A / MAIN IDEA
 10. B / DETAIL
 11. A / CAUSE AND EFFECT
 12. D / SYNONYM
 13. C / INFERENCE
 14. B / SEQUENCE
 15. D / VOCABULARY
 16. C / ANTONYM
-
17. C / SIGHT WORDS
 18. A / WORD DEFINITION
 19. B / VOCABULARY
 20. C / INFERENCE ANALYSIS
 21. C / INTERPRETING A SCHEDULE
 22. B / INTERPRETING A SCHEDULE
 23. A / INTERPRETING A SCHEDULE
 24. B / DETAIL
 25. A / SEQUENCE

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BUSQUE NUESTRA PÁGINA:

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PARA INFORMACIÓN GENERAL

FOLLETOS DE DESTREZAS

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Y MUCHO MÁS...

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San Juan, Puerto Rico
00936-3243**

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787-946-4458/4459
Fax: 787-764-8285**