



# Making Inferences

## Reading Comprehension Cards



Educational  
Insights®

## Hot Dots® Reading Comprehension Cards

Hot Dots® Reading Comprehension Cards are two cards in one! Use the cards with the interactive Hot Dots® pen (sold separately) for

independent review, or use the cards themselves as traditional reading comprehension cards.

### What's on the back of each card?

Question —

Hot Dot answer choices —

**1. Why did Julie's teacher give pine cones and birdseed to her class?**

- A) She had no use for the pine cones and birdseed.
- B) She wanted her class to help the birds.
- C) She wanted the students to plant them.

**2. Why do birds need help in the wintertime?**

- A) There is not much food for them.
- B) They don't have a place to sleep.
- C) They don't have anything to do.

**3. Why did the teacher's recipe use peanut butter?**

- A) All birds like peanut butter.
- B) Peanut butter smells good.
- C) Peanut butter lets the birdseed stick to the pine cone.

**4. How do Julie and Jake feel about birds?**

- A) They like birds.
- B) They think birds are scary.
- C) They think birds are lazy.

### Using the cards with the Hot Dots® Pen

Read the story on the front of the card. Turn the card, read each question, and use the pen to select your answer choices. The pen gives instant feedback each time. When a correct answer is selected, the pen lights up and speaks one of several positive, congratulatory sounds. When an incorrect answer is selected, the pen provides encouraging redirection.

Demonstrate how the Hot Dots® Reading Comprehension Cards and Hot Dots® 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 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 pen.
- Never laminate the cards.

### How to Position the Hot Dots® Pen



Make sure the tip of the Hot Dots pen sits flat on the surface of the answer dot as shown above.

### 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

**Making Inferences** is a collection of 50 stories in increasing order of difficulty, reading levels grades 2-6.

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® 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 <sup>I</sup> was walking <sup>slowly</sup> <sup>^</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. ✓