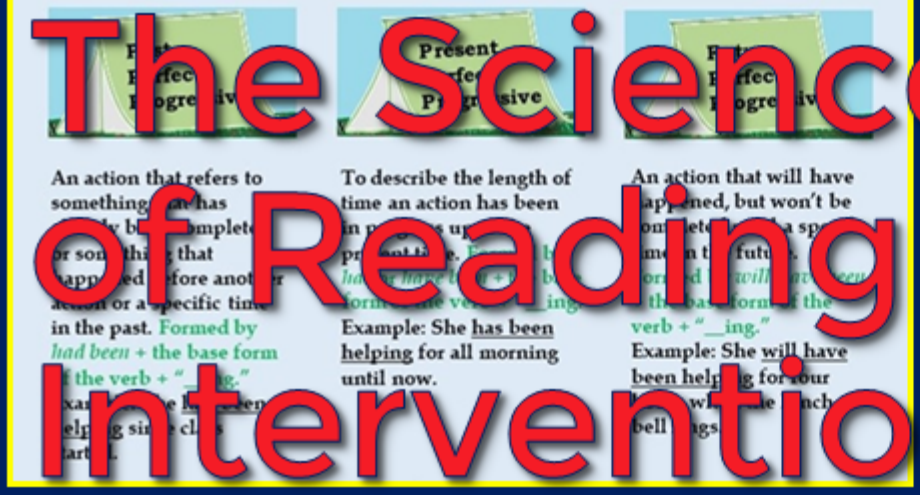
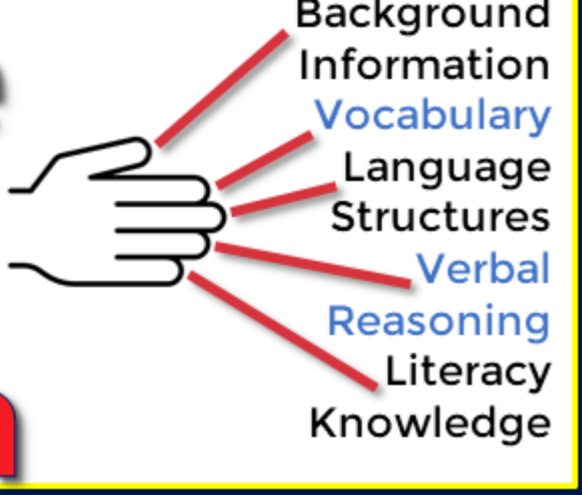
The Science of Reading Intervention Program

language comprehension





Argumentative, Concrete and Author's Purpose: Evaluative Text

To evaluate means to make logical and evidence-based judgments after careful observation. Writers present fair and balanced analysis to prove their point of view. When two or more groups or topics are included in the topic sentence, the concrete details should be stated in that order.

CONCRETE VS. ABSTRACT LANGUAGE

Readers are exposed to many evaluative texts, including online reviews. Often the concrete detail sentences state the observations, and the commentary sentences provide the judgments.

GUIDED PRACTICE

Directions: Read the following paragraph. [Bracket] the observations and highlight the judgments. Notice how the topic sentence is followed by two concrete detail sentences and then two commentary sentences.

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes

Directions: For each prefix, root, or suffix, write an example words.

Prefix	Root	Suffix	Meaning	Example Words
re			again	
sent			feeling	

Directions: Consult a dictionary to divide the vocabulary word into syllables, mark its accent, and write its primary definition.

Directions: Consult a thesaurus to write the two synonyms for the vocabulary word.

Synonym _____ Synonym _____

Quick Write: Use both vocabulary words in a few sentences.

"The Eagle" Reading Comprehension

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, they swoop down over the water and grab them. If the fish is too heavy for them, they can swim in the water. Many eagles live together. Sometimes, bald eagles will steal their food from other birds. They are also smaller.

Bald eagles find mates. They pick mates for life. Sometimes, if the pair cannot have babies, they find new partners. Babies are hatched from eggs. Nests are made from twigs and branches. They are often near water. Mother and father eagles take turns sitting on the eggs while the mate finds food.

The bald eagle is an important symbol of the United States. It is the national bird of the United States. In fact, Congress named the bald eagle as the national bird. Benjamin Franklin wrote that he thought that the bald eagle was too cowardly to symbolize America. He suggested the turkey. Today, the bald eagle appears on many seals of the United States government. It is also on the back of the quarter until 1999. The bald eagle is an olive branch.

The bald eagle is a common sight in the United States. But, over the years, the bald eagle's population has shown a decline. This is due to hunting and the use of pesticides. People used to spray DDT to reduce pests on crops. This DDT was breathed by eagles, made them unable to have babies, and the bald eagle population has declined. The bald eagle is banned as a pest spray. The bald eagle is also on the list of endangered species in the United States.

PENNINGTON PUBLISHING

Then John Henry he did hammah,
He did make his hammah sound.
Says now one more lick fore quittin' time,
An' I'll beat this steam drill down.

The hammah that John Henry swung,
It weighed over nine poun
He swung that hammah one las' time,
And he fell dead on the ground.

They took John Henry to the White House,
And buried him in the sand.
And every locomotive come roarin' by,
Says there lays that steel drivin' man.

The Science of Reading Intervention Program: Language Comprehension

> **Language comprehension is one of the most automatic tasks that humans perform. Yet it is also one of the most complex, requiring the simultaneous integration of many different types of information, such as knowledge about letters and their sounds, spelling, grammar, word meanings, and general world knowledge. In addition, general cognitive abilities such as attention monitoring, inferencing, and memory retrieval organize this information into a single meaningful representation.**
>
> **J. Van Dyke, 2016**

In 2001, Dr. Hollis Scarborough, a developmental psychologist, helped parents and teachers visualize the complexity, interconnectedness, and development of skilled reading over time with her reading rope infographic. The reading rope splits into two major strands: an upper language comprehension strand strand and a lower word recognition strand.

Reading researchers and teachers point out that these language components are not silos unto themselves. Each of these strands is intertwined. The product of word recognition and language comprehension is skilled reading (Gough and Tunmer's Simple View of Reading, 1986).

Following are activities for each component of Dr. Scarborough's language comprehension strand. **Teaching procedures are thoroughly detailed before each activity, and answers follow each instructional component.**

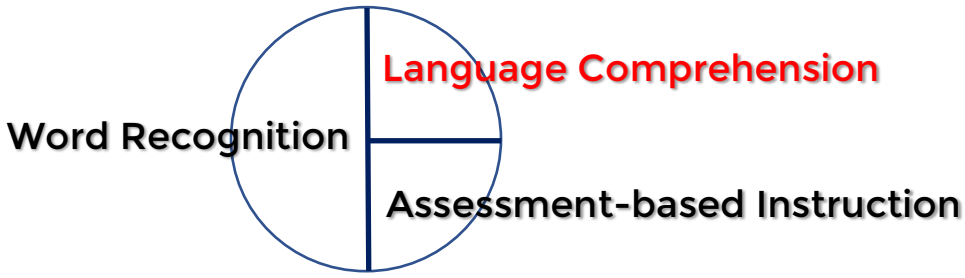
5 Weekly Language Comprehension Activities

- ✓ Background Knowledge — Pages 1–65
  - Background Knowledge: Mentor Text and Response
- ✓ Vocabulary Knowledge, Language Structures, Verbal Reasoning — Pages 66–378
  - Academic Language
  - Greek and Latin Morphology
  - Figures of Speech, Connotations, Multiple Meaning Words, Context Clues
- ✓ Language Structures — Pages 379–600
  - Syntax in Reading
- ✓ Verbal Reasoning — Pages 601–685
  - Reading Comprehension Strategies
- ✓ Literacy Knowledge — Pages 686–798
  - Narrative and Sensory/Descriptive Structures, Literary Elements, and Genre
  - Expository and Argumentative Structures, Sentence Functions, and Genre

How does The Science of Reading Intervention Program: Language Comprehension fit into a **comprehensive reading intervention class for older students? Download link follows.**

The Comprehensive Reading Intervention Program

The Science of Reading Intervention Program **BUNDLE provides a complete 55-minutes-per-day, year-long program for grades 4–adult students.**



First Half of the Year Program (55 minutes-per-day, 18 weeks)

The Science of Reading Intervention Program: Word Recognition includes explicit, scripted instruction and practice with the **5 Daily Google Slide Activities** every reading intervention student needs: 1. Phonemic Awareness and Morphology 2. Blending, Segmenting, and Spelling 3. Sounds and Spellings (including handwriting) 4. Heart Words Practice 5. Sam and Friends Phonics Books (decodables). Plus, digital and printable sound wall cards and speech articulation songs. Print versions are available for all activities.

Second Half of the Year Programs (55 minutes-per-day, 18 weeks)

The Science of Reading Intervention Program: Language Comprehension resources are designed for students who have completed the word recognition program or have demonstrated basic mastery of the alphabetic code and can read with some degree of fluency. The program features the **5 Weekly Language Comprehension Activities:** 1. Background Knowledge Mentor Texts 2. Academic Language, Greek and Latin Morphology, Figures of Speech, Connotations, Multiple Meaning Words 3. Syntax in Reading 4. Reading Comprehension Strategies 5. Literacy Knowledge (Narrative and Expository).

Publisher's Note: For a limited time, the entire language comprehension program is provided free of charge to reading intervention teachers for grades 4-adult students. No strings. I do ask teachers not to post or forward the program.
Questions, Comments, Encouragements? mark@penningtonpublishing.com
Download link: https://delivery.shopifyapps.com/-/c334f5bea5a53615/48fb67080d9ac16d

To supplement the language comprehension program, The Science of Reading Intervention Program: Assessment-based Instruction provides diagnostically-based instructional resources to individualize instruction in 25 minutes-per-day. The program includes **13 comprehensive assessments and matching instructional resources** to fill in the yet-to-be-mastered gaps in phonemic awareness, alphabetic awareness, phonics, fluency (with YouTube modeled readings), Heart Words and Phonics Games, spelling patterns, grammar, usage, and mechanics, syllabication and morphology, and executive function skills in easily-managed small groups and independent practice.

5 Weekly Language Comprehension Activities
Instructional Minutes and Suggested Daily Plan

Activity	M	T	W	Th	F
Background Knowledge Bellringer		5			5
Syntax in Reading		15	10	10	15
Reading Comprehension Strategies	10		10		10
Literacy Knowledge	10	10		10	
Vocabulary Worksheets	10		10	10*	
Daily Instructional Minutes	30	30	30	30	30

Note that instructional times will vary. Monday holidays or assemblies will require adjustments.

***Biweekly vocabulary test**

Teaching procedures are thoroughly detailed before each activity, and answers follow each instructional component.

Questions about directions or implementing the program?

Please contact the author, Mark Pennington, at mark@penningtonpublishing.com

Background Knowledge: Mentor Text and Response #2

Literary Quotation

"Indifference and neglect often do much more damage than outright dislike."

J.K. Rowling (1965 –)

Definition/Explanation/Reflection

Indifference means to not be interested. *Neglect* means to not pay attention.

Observation

What is the author's tone? What do you feel? What seem to be the key words?

Interpretation

How would you put this into your own words? What does this mean? What doesn't this mean? What does this suggest? How does the author say this? Why does the author say this?

Application

How can this be used? How could this thought affect something or someone else? What conclusions can be drawn from this? Do you agree with this? How does this apply to you? What conclusions can be drawn from this? Do you agree with this? How does this apply to you?

Mentor Text Response

Revise the literary quotation to express your point of view about the topic. Mimic the author's basic syntax (word order and sentence structure).

Vocabulary Worksheet #55

Multiple Meaning Words

Directions: Write the number of the definition that best matches the use of each vocabulary word in the sentences below.

Vocabulary Words	**Definitions**
wind (v)	1. To move or twist into a spiral.
wind (n)	2. Air in motion.

The pitcher began to wind ___ up for his next pitch. He released the ball, but it caught the

wind ___ and fell away from the plate for Ball Four.

Greek and Latin Word Parts: Prefixes, Roots, and Suffixes

Directions: For each prefix, root, or suffix, write an example word which includes the word part. Then use the word part meanings to help you write your own definition of the vocabulary word.

Prefix	Root	Suffix	Meaning	Example Words
ab			from or off	_____
	rupt		break	_____

abrupt _____

Language Resources: Dictionary and Thesaurus

Directions: Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary áccent, list its part of speech, and write its primary definition. Compare to your definition above.

abrupt ( ) _____

_____

Directions: Consult a thesaurus to write the two best synonyms for the vocabulary word.

Synonym _____ **Synonym** _____

Onomatopoeia (words spelled like their objects or actions sound)

Directions: Identify the words using onomatopoeia in the following sentence: The bacon and sausages sizzle on the stove while the cinnamon rolls bake in the oven.

_____

Vocabulary Worksheet #56

Word Relationships: Cause-Effect

Directions: Write one or two sentences using both vocabulary words. Use **SALE** (Synonym, Antonym, Logic, Example) context clues to show the related meanings of each word.

Vocabulary Words	**Definitions**
misbehavior (n)	Willfully breaking the rules.
suspension (n)	Removal for a specific length of time.

Connotations: Shades of Meaning

Directions: Write the vocabulary words where they belong on the ←Connotation Spectrum.→

Vocabulary Words	**Definitions**
neglect (v)	To fail to care for or look after.
notice (v)	To observe or perceive.

see _____ ignore _____

Academic Language

Directions: Describe the vocabulary words in each box.

Vocabulary Word: structure (n) **Definition:** A building or object constructed from smaller parts.	**Similar to…**
Different than…	**Example, Characteristics, or Picture:**

Vocabulary Word: theory (n) **Definition:** A general idea developed by a proven hypothesis.	**Similar to…**
Different than…	**Example, Characteristics, or Picture:**

Adverb Clauses

Learn It!

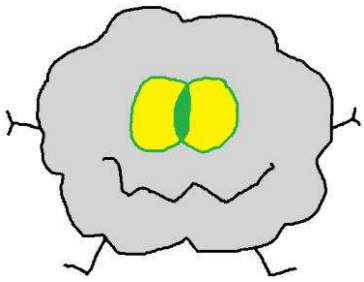
Remember that an *independent clause* has a noun and its connected verb that stands *on its own* as a simple sentence. A *dependent clause* has a noun and its connected verb that does *not* stand *on its own* as a complete thought. It *depends* upon its connection an independent clause. The dependent clause is less important to the meaning of the sentence than its connected independent clause. Together, the dependent and independent clauses form a complex sentence.

An adverb clause is a dependent clause. The adverb clause acts as an adverb to modify (identify, define, add to, limit, or describe) a verb, adjective, or another adverb in the connected independent clause by answering one or more of these questions: What degree? How? Where? or When? Additionally, adverb clauses frequently answer a Why? question.

The adverb clause can begin a sentence, come in the middle of a sentence to interrupt the independent clause, or end a sentence. It always begins with a *subordinate conjunction*. The prefix, *sub,* means *under* in *subordinate,* and it signals the reader that the adverb clause which follows is *under the authority* of its connected independent clause. The adverb clause certainly contributes meaning, but the independent clause is the most important thought of the sentence.

In this memory trick, the AAAWWUBBIS letters stand for the most frequently-used subordinate conjunctions. These subordinate conjunctions focus on the How? When? and Why? questions.

The AAAWWUBBIS* Subordinate Conjunctions



After, Although, As, When, While,
Until, Because, Before, If, Since

*Credit Jeff Anderson for the AAAWWUBBIS memory trick.

Examples beginning with the AAAWWUBBIS Subordinate Conjunctions:

After, **A**lthough, **A**s, **W**hen, **W**hile, **U**ntil, **B**ecause, **B**efore, **I**f, **S**ince

After I finished dinner, I did the dishes.
She did not pass the test, **a**lthough she had studied.
As the player practiced, she improved her skills.
I was at the river, **w**hen the dam broke.
While the band played, the children sat quietly.
The band played **u**ntil the wedding couple left.
The students, **b**ecause they had a substitute teacher, did not behave well.
Before the parents arrived, the children had a party.
That disease, **i**f not controlled, could spread quickly.
It should come as no surprise, **s**ince I already warned them.

Notice that an adverb clause is set off from independent clauses with commas unless the adverb clause ends the sentence.

Identify It!

Directions: Fill in the blanks with the correct **AAAWWUBBIS** letter that matches the subordinate conjunction in each sentence. Letters may be used more than once. Also, insert commas where they are needed.

___1. It took nine hours to drive there although they did stop for lunch.

___2. “It’s not right if you want to know what I think and you care about justice,” she said.

___3. Hans said, “Before we go to my mother’s house we need to talk.”

___4. While he didn’t approve Mel did not state his objections.

___5. I didn’t feel horribly bad about John losing his money since I had warned him in advance.

___6. Please don’t start the car until I’m ready to leave.

___7. When Linda lets us help her we will gladly assist.

___8. Zoey gave us all a gift because she is always thoughtful and we brought her flowers.

___9. Can you wait to discuss this matter after we leave?

___10. As the world turns so time passes.

Explain It!

Adverb clauses can confuse the reader.

A. Many times readers get confused about the meaning of a complex sentence, because the adverb clause may seem to contradict the thought of the independent clause.
Example: Despite the fact that she could be mean (the adverb clause), she was more than often quite nice (the independent clause).
B. Readers often think that "unless" means *if;* however, *unless* actually has a negative meaning, not a conditional meaning.
Example: I won't approve the design unless you make the background green.
C. Readers frequently don't understand that *although* is a subordinating conjunction which signals a contrast.
Example: Although our teacher was always kind, she was also always friendly.
D. Reversible sentences which include reasons are more difficult to understand when the subordinate conjunction, "because," begins a negative adverb clause.
Example: Andrew didn't help the homeless in his city because he was kind-hearted.
E. More than one adverb clause interrupting the sentence subject and its verb creates attention problems for the reader.
Example: The Department of Labor, when the number of available jobs decreases in areas where there is already high unemployment, understands that people suffer.
F. Imperative (command) independent clauses which don't specifically connect to the meaning of the adverb clause are difficult to understand.
Example: Jump out of a plane; climb a mountain; and tour the world while you still can.
G. In adverb clauses, adverbs should modify the nearest verb, adverb, or adjective. Adverbs or adverb phrases which *dangle* on their own confuse readers.
Example: Upon entering the surgeon's office, a skeleton caught my attention.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number.

___1. Michelle acted selfishly among her friends even though she once shared her lunch with me.

___2. Because they did not leave that evening, they stayed for dinner.

___3. You won't get any dessert unless you sincerely apologize to your sister.

___4. Whenever you are seated in a plane, there may be turbulence, so keep seatbelts fastened.

___5. Far away from the hospital drove the ambulance and its two paramedics.

___6. What the President of the United States, when the nation is in crisis and if television time is available, says is listened to by other world leaders.

___7. She wailed and moaned, crying uncontrollably, although she never knew who the injured football player was.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. Michelle acted selfishly among her friends even though she once shared her lunch with me.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Because they did not leave that evening, they stayed for dinner.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

3. You won't get any dessert unless you sincerely apologize to your sister.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. Whenever you are seated in a plane, there may be turbulence, so keep seatbelts fastened.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Far away from the hospital drove the ambulance and its two paramedics.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

6. What the President of the United States, when the nation is in crisis and if television time is available, says is listened to by other world leaders.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

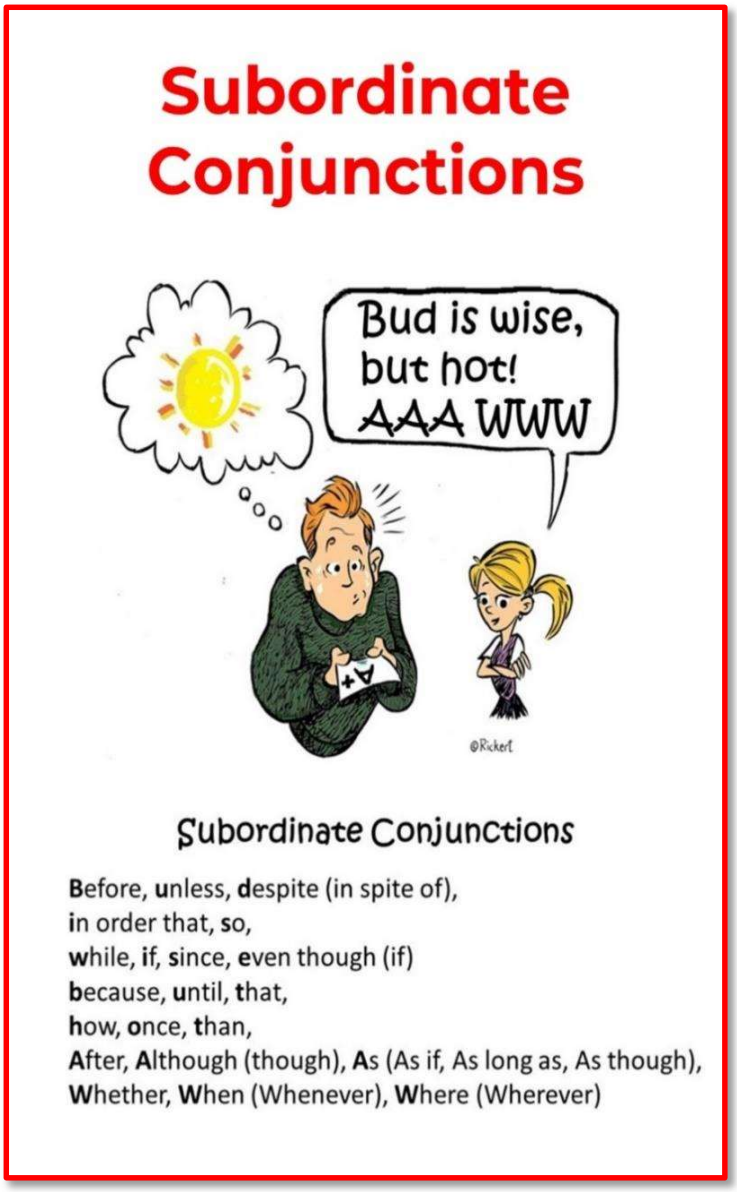
7. She wailed and moaned, crying uncontrollably, although she never knew who the injured football player was.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

Learn It! ■



With the **Bud is wise, but hot! AAA WWW** memory trick, the letters stand for the most common 29 subordinate conjunctions.

Another function of the adverb clause is to express the *conditional mood.* Although simple conditional sentences use *could, would, may,* and *might* to signal what *might take place* if certain conditions are met, the subordinate conjunctions can signal what *will take place* if the conditions are met.

Simple sentence can't express *if—then* and *cause—effect* relationships, but complex sentences with adverb clauses certainly can do so.

Examples:
Before I let you go to the party, I want to know more about the host.
She won't go unless you do.
If I give her the money, she won't have to work for it.
Darren will agree to the purchase after he reads the details of the contract.

Conditional sentences may also use subordinate conjunctions to signal a prediction, doubt, regret, guess, or a wish. Often, the subordinate conjunction, *that,* is used following these nouns or synonyms. The writer may choose to delete *that* if the sentence sounds better, but this subordinate conjunction is still implied (suggested).

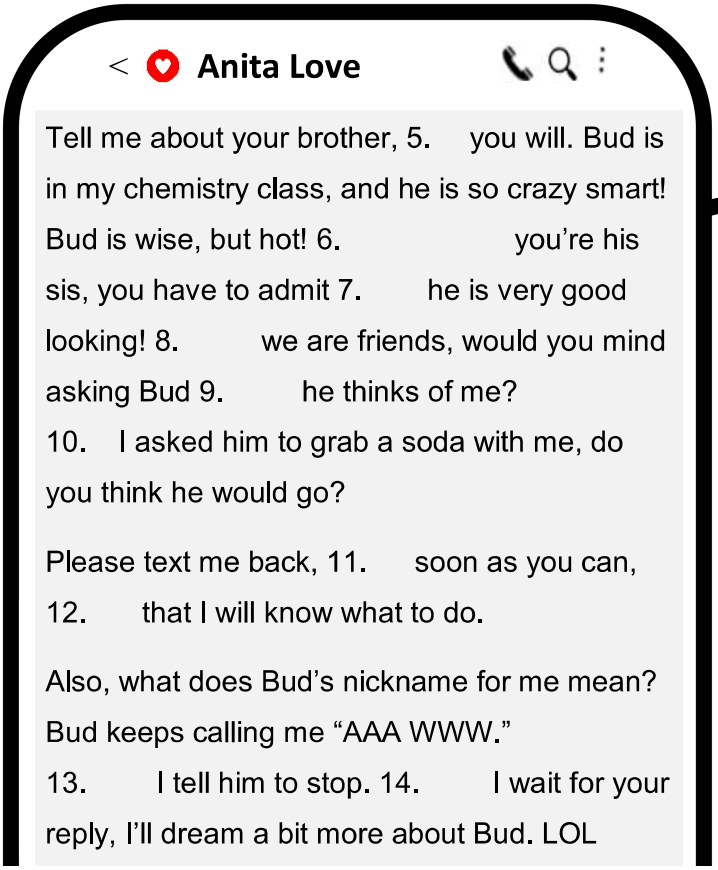
Examples:
I'm sure she will like it once she tries it.
Whether Ivy will go to the movies or not, I don't know.
Although Linda seems prepared, she may not have practiced enough.
I so regret that I wasn't able to attend the funeral.
or
I'm so sorry I wasn't able to attend the funeral.

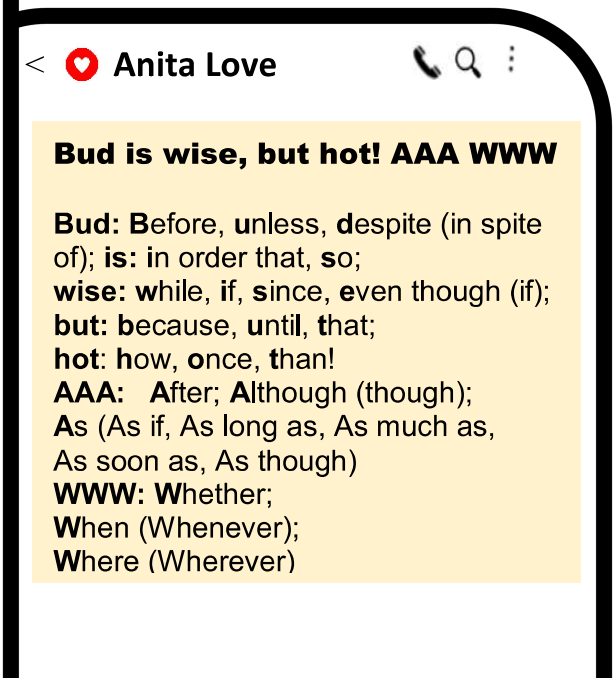
Identify It!

Directions: Write the the subordinate conjunctions which best begin the adverb clauses in the numbered blanks below the phones.

1. _____ the fact that Kit was Bud's sister, she never really understood
2. _____ smart her brother was. Bud never showed Kit his grades in school,
3. _____ she always bragged to him about hers.

Kit received a text from her friend 4. _____ she was walking home. It said,





1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

13. _____ 14. _____

Explain It!

Adverb clauses can confuse the reader.

A. Although adverb clauses are less important to the meaning of sentences than independent clauses, clauses placed at the beginning of sentences may emphasize some words.
Example: Ice cream you certainly won't get if you don't do as I say.
B. Readers understand complex sentences with clear subordinating conjunctions that *show* the relationships between ideas much better that short simple sentences which *imply* (suggest) their relationships.
Examples: We could not sit down. The benches had wet paint.
C. Reversible sentences with cause-effect relationships are more difficult to understand when the subordinate conjunction, "because," begins the last clause in the sentence.
Example: She could hear music and laughing at the neighbor's because she went outside.
D. Many subordinate conjunctions signal contrast, such as *unless, despite, in spite of, even though, although, whether*. If the contrast is not clear, the sentence can be confusing.
Example: In spite of the girl's strange reaction, the boys continued to tease her.
E. When the helping verb, "had," is placed before the subject, the adverb clause becomes a conditional statement or a hypothesis that needs to be proven. The following independent clause may state a prediction or fact. These options may confuse readers.
Example: Had Cal known where the gold was hidden, he would have told me where to dig.
F. Sometimes adverb clauses imply (suggest) the noun or pronoun and verb. Readers must mentally insert what is missing as they read. If a pronoun reference in the independent clause connects to what is implied, the sentence can be especially confusing.
Example: When within striking distance, the frog thrusts out its tongue to snag it.
G. The independent clause is expected to include the most important information of the sentence, and the dependent clause usually includes what is less important. When the levels of importance are switched, the sentence can be confusing.
Example: The batter may put the bat on the ball though he strikes out 50% of the time.

Directions: Read the following sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number.

___1. They all placed fresh-cut flowers on her grave, when she died.

___2. Had you been more careful while you conducted the experiment, your conclusions might be better supported.

___3. If inside during an earthquake, stand in interior doorways until it is over.

___4. When dangerous surf conditions exist, you shouldn't swim in the ocean.

___5. Whether she finishes her dinner or she works on her homework, Sharon can't decide.

___6. She bought it on sale. It was not what she wanted.

___7. The children did not sleep much because they had a sleepover.

Revise It!

Directions: Fill in the sentence kernels. Next, expand them to clarify each confusing sentence.

1. They all placed fresh-cut flowers on her grave, when she died.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

2. Had you been more careful while you conducted the experiment, your conclusions might be better supported.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

3. If inside during an earthquake, stand in interior doorways until it is over.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

4. When dangerous surf conditions exist, you shouldn't swim in the ocean.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

5. Whether she finishes her dinner or she works on her homework, Sharon can't decide.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

6. She bought it on sale. It was not what she wanted.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

7. The children did not sleep much because they had a sleepover.

Kernel It! _____ | _____ _____ | _____

Expand It! _____

_____

Create It! ♥♥♥

Directions: Here's your chance to be a sports radio broadcaster! Call the action for an event, race, or series of plays, using adverb clauses at the beginning, middle, and end of complex sentences. Include a variety of relationships and subordinating conjunctions between the dependent clauses.

Syntactic Sentences: Adverb Clauses

Explain It!

K. Reversible sentences which include reasons are more difficult to understand when the subordinate conjunction, "because," begins a negative adverb clause.
Example: Andrew didn't help the homeless in his city because he was kind-hearted.

L. More than one adverb clause interrupting the sentence subject and its verb creates attention problems for the reader.
Example: The Department of Labor, when the number of available jobs decreases in areas where there is already high unemployment, understands that people suffer.

M. Imperative (command) independent clauses which don't specifically connect to the meaning of the adverb clause are difficult to understand.
Example: Jump out of a plane; climb a mountain; and tour the world while you still can.

N. In adverb clauses, adverbs should modify the nearest verb, adverb, or adjective. Adverbs or adverb phrases which *dangle* on their own confuse readers.
Example: Upon entering the surgeon's office, a skeleton caught my attention.

Guided Practice: Interpret

Sometimes friends may tell you exactly what they are thinking about you.
Examples: “I’m happy that you’re here.” “I’m mad at you!” “I don’t understand you.”
Other times they may imply (suggest) what they think with their gestures or actions. Use the facial clues and gestures interpret what your friend is saying to you in these pictures.

SCRIP
Comprehension Strategies

Summarize

☑ Put the main idea and key details of a reading section into your own words.

Connect

☑ Note transition words and relate one part of the text to another.
☑ Activate your prior knowledge.

Re-think

☑ Re-read for better understanding or look at what is said in a different way.
☑ Visualize what's going on in the reading.

Interpret

☑ Think about what the author means and how it is written.
☑ Draw a conclusion or problem-solve what the author implies (suggests).

Predict

☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

SCRIP
Comprehension Strategies
Summarize
☑ Put the main idea and key details of a reading section into your own words.
Connect
☑ Note transition words and relate one part of the text to another.
☑ Activate your prior knowledge.
Re-think
☑ Re-read for better understanding or look at what is said in a different way.
☑ Visualize what's going on in the reading.
Interpret
☑ Think about what the author means and how it is written.
☑ Draw a conclusion or problem-solve what the author implies (suggests).
Predict
☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

SCRIP
Comprehension Strategies
Summarize
☑ Put the main idea and key details of a reading section into your own words.
Connect
☑ Note transition words and relate one part of the text to another.
☑ Activate your prior knowledge.
Re-think
☑ Re-read for better understanding or look at what is said in a different way.
☑ Visualize what's going on in the reading.
Interpret
☑ Think about what the author means and how it is written.
☑ Draw a conclusion or problem-solve what the author implies (suggests).
Predict
☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

SCRIP
Comprehension Strategies
Summarize
☑ Put the main idea and key details of a reading section into your own words.
Connect
☑ Note transition words and relate one part of the text to another.
☑ Activate your prior knowledge.
Re-think
☑ Re-read for better understanding or look at what is said in a different way.
☑ Visualize what's going on in the reading.
Interpret
☑ Think about what the author means and how it is written.
☑ Draw a conclusion or problem-solve what the author implies (suggests).
Predict
☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

SCRIP
Comprehension Strategies
Summarize
☑ Put the main idea and key details of a reading section into your own words.
Connect
☑ Note transition words and relate one part of the text to another.
☑ Activate your prior knowledge.
Re-think
☑ Re-read for better understanding or look at what is said in a different way.
☑ Visualize what's going on in the reading.
Interpret
☑ Think about what the author means and how it is written.
☑ Draw a conclusion or problem-solve what the author implies (suggests).
Predict
☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

SCRIP
Comprehension Strategies
Summarize
☑ Put the main idea and key details of a reading section into your own words.
Connect
☑ Note transition words and relate one part of the text to another.
☑ Activate your prior knowledge.
Re-think
☑ Re-read for better understanding or look at what is said in a different way.
☑ Visualize what's going on in the reading.
Interpret
☑ Think about what the author means and how it is written.
☑ Draw a conclusion or problem-solve what the author implies (suggests).
Predict
☑ Based upon what has happened or what has been said, guess what will happen or what the text will say next.

"The Ape" Comprehension Worksheet #1

The ape is a very interesting animal. One type of ape is the orangutan. Male orangutans can weigh as much as two normal size humans. Females weigh about half as much. Orangutans have long, strong arms and their hands and feet are shaped like hooks. They are shaggy and have red hair.

Orangutans used to live all over Southeast Asia. Now they only live in a few rain forests on the islands of Sumatra and Borneo. Orangutans swing from tall trees to move around. It is warm where these animals live, but not too warm. There is a lot of rain there, so trees and plants grow very tall and big.

Orangutans are ***omnivores***, since they eat some birds and small mammals. However, they mostly eat plants, like fruit and leaves, instead of meat. Their diet consists of mostly fruit. The fruits they tend to prefer have a lot of sugar in them. Figs are the favorite fruit of the orangutans. Figs come from trees and they are easy for orangutans to pick and eat. Orangutans also eat lots of young leaves from many trees in their habitat.

Unlike many other animals, orangutans are single adults, so they have no family structure. Mother orangutans raise their children one at a time. The baby rides on its mother's back for three years at the start of its life. There, it learns how to pick food and protect itself from danger. Female orangutans usually have one baby every six years. Older male orangutans may fight each other for the attention of the available female orangutans.

The territory of an adult orangutan is not clearly established, as is the case with many animals. Often, orangutan territories will overlap. However, this does not mean that orangutans are social animals. They limit their social **interaction** to feeding, mating, and calling each other. Only rarely will orangutans get in fights with each other over food or territory. In these fights, the apes will **demonstrate** their strength by destroying branches, charging at each other, and biting each other until one gives up.

Due to deforestation of the rain forest (cutting down trees for grazing or farmland), orangutans are becoming more and more endangered with each day. Palm oil farmers have cut down much of the forest on Sumatra and Borneo. Some people even capture orangutans to use them as pets in their homes. Orangutans are already on international endangered species lists, and their habitat has been increasingly threatened by humans, mainly through the deforestation of the rain forest.

Predict

(1) Why has the habitat of orangutans decreased?

_____

_____

_____

Re-think

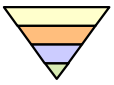
(2) How do orangutans depend on their habitat?

_____

_____

_____

Summarize



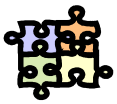
(3) Summarize their family relationships.

_____

_____

_____

Connect



(4) What other animals prefer independence and being alone to close relationships?

_____

_____

_____

Interpret

(5) How could orangutans be saved?

_____

_____

"The Eagle" Comprehension Worksheet #2

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a large yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called **talons**. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.

At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made from twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.

The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to **symbolize** the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.

The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was **banned** as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.

Interpret

(1) Why might bald eagles move their nests so often?

_____

_____

Re-think

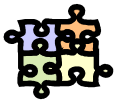
(2) Why might eagles be poor swimmers?

_____

_____

_____

Connect



(3) Why would the location near water be important?

_____

_____

Summarize

(4) Summarize the selection of the bald eagle as the national bird.

_____

_____

Predict

(5) Why might the future of the bald eagle be safer than that of other endangered species?

_____

_____

"The Ibex" Comprehension Worksheet #3

An ibex is a wild goat. Ibexes have big, long horns that turn behind their heads. The horns have spiky bumps on them. Their fur is very short, and not shaggy like a dog's fur. As the weather warms, the fur gets darker. Ibexes are about five feet long and three feet high. They weigh about as much as two people put together.

Ibexes live in the mountains. They are found in Europe, Asia, and Africa. Their homes are made in the rocks. Ibexes have very hard feet, so they can walk on rocks all day long. Some even live in snowy mountains, where it's very cold. Mostly, they like to stay in the shade of trees in the daytime.

Ibexes are ***herbivores***, so they eat only plants. In the daytime, when it is warm, they search for food. They usually eat leaves from trees that grow in their natural habitat. Many ibexes also search for fruit to eat. However, fruit is less common in some of their grazing areas. Although ibexes are plant eaters, this does not mean that they are less dangerous to humans. Ibexes dislike being near humans and will sometimes attack. The main animal that hunts for ibexes is the leopard.

Ibexes live in two different groups. Groups are made up of about ten to twenty ibexes. Males make up one group, and females and babies make up the other. Males fight each other to establish power in their groups and to win females as their mates. The most powerful male ibexes avoid each other and do not fight. This helps them avoid serious injury.

Ibexes are known for their charging abilities when they attack predators. Ibexes put down their heads and butt into their predators. Although younger ibexes often fight, they avoid hurting each other. In fact, much of their fighting involves circling and pretend charges, which are called ***mock*** charges.

Ibexes used to be the subjects of many game hunts. The handsome male heads were prized by hunters, and many of these heads were stuffed by ***taxidermists*** and then displayed in the homes of big game hunters. They were also hunted because of the medicinal properties of various parts of their bodies. However, the advancement of modern medicine has stopped most of the hunting of ibexes for their medicinal value. About ten thousand ibexes still live today in the world.

Interpret

(1) Why might the fur get darker as the weather warms?

_____

_____

Re-think

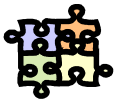
(2) How would hard feet be helpful for walking on rocks?

_____

_____

_____

Connect



(3) Why might fruit be hard to find in the ibex habitat?

_____

_____

Predict

(4) Why do ibexes separate into two groups?

_____

_____

_____

Summarize

(5) Summarize why ibexes were hunted so often.

_____

_____

_____

Narrative and Sensory/Descriptive Structures, Literary Elements, and Genre Lessons

Introduction and Teaching Procedures — Page 691

Fable: Direct and Indirect Characterization in Exposition, Anthropomorphism — Pages 692–694
"The Tortoise and the Duck" an Aesop's Fable

Fairy Tale: Protagonist, Antagonist, Mood, and Setting in Exposition, Imagery — Pages 695–696
"Little Red Riding Hood"

Fantasy: Conflict, Story Dialogue and Speaker Tags — Pages 697–699
Alice's Adventures in Wonderland (Carroll)

Allegory: Symbolism, Theme — Pages 700–702
The Wizard of Oz (Langley) *The Lion, Witch and the Wardrobe* (Lewis)

Folklore: Rising Action — Pages 703–705
"John Henry—A Steel Drivin' Man" "Oh, My Darling Clementine"

Science Fiction: Climax, Foreshadowing, Flashback — Pages 706–709
"War of the Worlds" Radio Broadcast" "The Boy Who Cried Chux"

Mystery: Falling Action, Plot Diagram, First Person Point of View — Pages 710–712
"The Tell-Tale Heart" (Poe)

Historical Fiction: Resolution/Denouement, Story Map, Third Person Point of View (Omniscient and Limited) — Pages 713–715
"The Dude and the Old West"

Humor: Verbal Irony, Puns, Sarcasm — Pages 716–718
"The W.C." Joke

Legend: Situational Irony — Pages 719–721
"The Legend of Arrow Boy" a Native-American Legend

Mythology: Dramatic Irony, Personification — Pages 722–724
"The Egg and Pangu" a Chinese Creation Myth

Drama: 5 Act Dramatic Structure, Soliloquy, Dialogue, Stage Directions — Pages 725–727
Romeo and Juliet (Shakespeare)

Tall Tale: Literal Language, Hyperbole — Pages 728–729
"Paul Bunyan and the Blue Ox"

Romance: Subplots, Framed Narrative Pages 730–734
"Ruth, Naomi, and Boaz" (The Book of Ruth)

Coming-of-Age: Metaphor, Simile, Juxtaposition, Paradox, Oxymoron Pages 735–737
"Marco Polo" Journal Entry

Biography: Idiomatic Expressions, Allusion Pages 738–740
"Michael's Motivation" Biography of Michael Jordan

Narrative Speech: Parallelism Pages 741–743
"The Gettysburg Address" (Abraham Lincoln)
"I Have a Dream" (Dr. Martin Luther King Jr.)

Narrative Poem: Rhyme Scheme and Meter Pages 744–749
"Paul Revere's Ride" (Henry Wadsworth Longfellow)

Poetic Structure and Literary Devices: Alliteration, Assonance, and Consonance Pages 750–753
"The Rain in Spain" (Frederick Loewe)
"The Tiger" (William Blake)
"Stopping by Woods on a Snowy Evening" (Robert Frost)

Adventure and Epic Poems: Heroic Character Traits Pages 754–756
"Odysseus and the Cyclops" (Homer)

Answers Pages 757–767

Expository and Argumentative Structures, Sentence Functions, and Genre Lessons

Introduction and Teaching Procedures		Page 768
Topic Sentences Hierarchy and Structure	Sentence Functions	Pages 769
Concrete Details Specific and Observable	Phrases	Pages 770
Concrete Details Sentence Syntax	Complete Sentences	Pages 771
Concrete Details Citations	Quotation Lead-Ins	Pages 772
Concrete Details Three-Sentence Paragraphs	Definition Transitions	Pages 773
Concrete Details Three-Sentence Paragraphs	Number or Sequence Transitions	Pages 774
Concrete Details Three-Sentence Paragraphs	Time Transitions	Pages 775
Concrete Details Three-Sentence Paragraphs	Addition Transitions	Pages 776
Concrete Details Three-Sentence Paragraphs	Example Transitions	Pages 777
Concrete Details Three-Sentence Paragraphs	Explanation Transitions	Pages 778
Concrete Details Three-Sentence Paragraphs	Comparison Transitions	Pages 779
Concrete Details Three-Sentence Paragraphs	Contrast Transitions	Pages 780
Commentary Five-Sentence Paragraphs	Body Paragraphs	Pages 781

Commentary Five-Sentence Paragraphs	Analysis Transitions	Pages 782
Commentary Five-Sentence Paragraphs	Cause-Effect Transitions	Pages 783
Concluding Statements Five-Sentence Paragraphs	Conclusion Transitions	Pages 784
Author's Purpose: Topic Sentence in Middle	Descriptive Text	Pages 785
Author's Purpose: Topic Sentence at End	Informational Text	Pages 786
Author's Purpose: Concluding Statement	Sequential Text	Pages 787
Author's Purpose: Seven-Sentence Paragraph	Explanatory Text	Pages 788
Author's Purpose: Seven-Sentence Paragraph	Compare and Contrast Text	Pages 789
Author's Purpose: Four-Sentence Paragraph	Analytical Text	Pages 790
Author's Purpose: Implied Topic Sentence	Problem/Solution Text	Pages 791
Author's Purpose: Six-Sentence Paragraph	Cause and Effect Text	Pages 792
Author's Purpose: Argumentative Paragraph	Evaluative Text	Pages 793
Author's Purpose: Argumentative Paragraph	Persuasive Text	Pages 794
Answers		Pages 795–798

Narrative and Sensory/Descriptive Structures, Literary Elements, and Genres

Narrative text includes any type of writing that relates a series of events and includes fiction, non-fiction, and poetry. Sensory/descriptive text uses descriptive language, involving the senses, to create mental images and is featured in poems, songs, and journals. The following lessons provide guided and independent practice in narrative and sensory/descriptive structures, literary elements, and genre.

Text Structure

Narrative text tells a story, and stories follow certain structures. These structures are known as *story grammars*. Different narrative genre, such as fantasy and historical fiction, have different story grammars (Mandler & Johnson, 1977; Rumelhart, 1975; Stein & Glenn, 1979).

As readers learn *how* different stories are told, they develop *schema*, or expectations, for each genre. This prior knowledge improves comprehension as readers fit what they are reading into their prior knowledge of that genre's story grammar.

Literary Elements

Literary elements are commonly described as the components of a literature. For example, theme and mood are common components of narrative texts. More specific literary elements, such as dialogue or foreshadowing are often referred to as literary devices or techniques.

Since authors use literary elements to enhance meaning in both narrative and sensory/descriptive texts, readers need to be familiar with these elements to accurately interpret the author's meaning. For example, when Shakespeare's Hamlet refers to "the slings and arrows of outrageous fortune," in the "To Be or Not to Be" soliloquy (Line 58), readers with prior knowledge of metaphors and soliloquys will be better prepared to interpret Hamlet's comparison of unlike things and the purpose and features of the dramatic insights of talking out loud to oneself.

Genre

Students are best exposed to different narrative structures (story grammars) and authors' use of common literary elements by learning and practicing each in a wide variety of genre. The following lessons include the most common narrative and sensory/descriptive genre. For each lesson, students will also learn the key literary elements that authors use in these texts.

Teaching Procedures

Read the lesson, work though the **GUIDED PRACTICE** with students, and assign the **INDEPENDENT PRACTICE.**

Narrative Structure, Literary Elements, and Genre: Science Fiction

Science Fiction, often referred to as Sci-Fi, is a narrative genre which uses elements of real or imagined science and technology as a key part of the story. Science fiction usually has settings in the future or on other planets. A dystopian novel is science fiction set in an evil society.

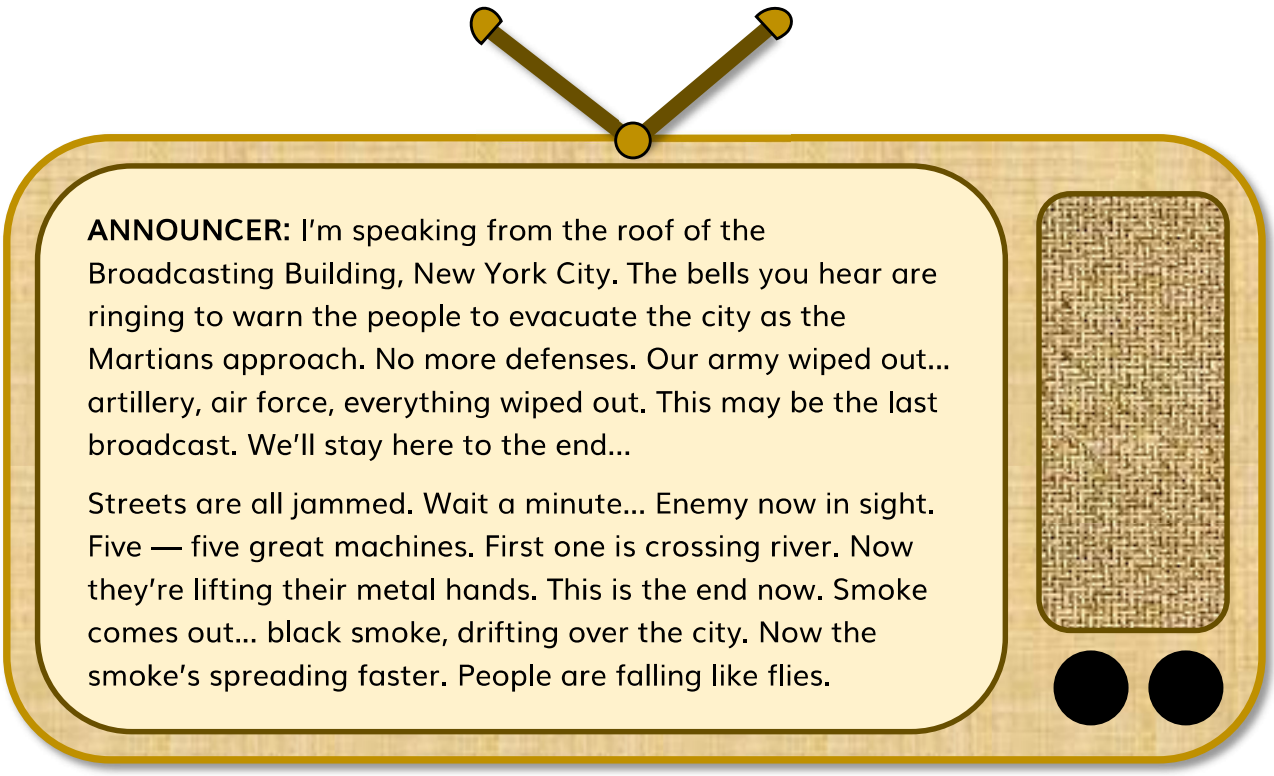
After a story's exposition (characters, setting, and mood), the series of complications in the rising action develops the central conflict to the *climax*. The climax is the most exciting or interesting part of the story. It is the turning point in which the the conflict will begin to be resolved.

GUIDED PRACTICE

Directions: Read the introduction to the science fiction radio broadcast, "War of the Worlds." Next, read the climax of this narrative, and [bracket] the words which especially excite or interest the reader.

On Halloween night in 1938, radio personality, Orson Welles interrupted regular programming with a breaking news story. His pretend story was very realistic. It began with "Ladies and gentlemen, we interrupt our program of dance music to bring you a special bulletin from the Intercontinental Radio News."

Over the next hour, pretend news reporters describe a Martian invasion of earth. The rising action builds suspense as news reports from all over the world detail the landings of Martians in their enormous war machines. Following are excerpts (parts of the text) from the climax.



The literary device, known as *foreshadowing*, is a hint provided by an author through dialogue, description, or characters' actions about what will happen later in the story, often in the climax.

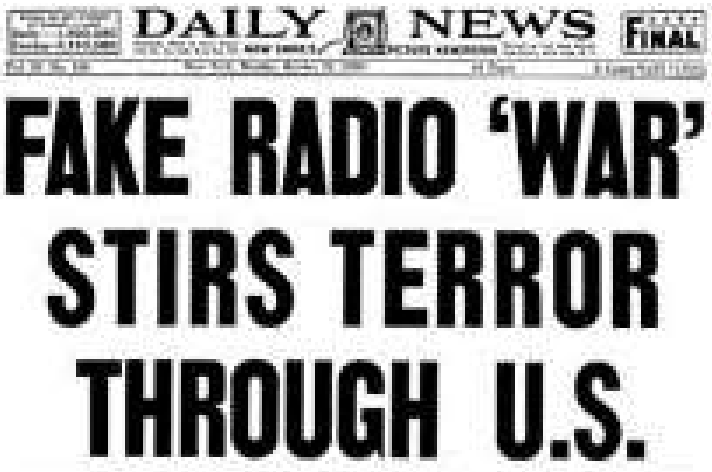
Directions: Read the following breaking news interruption to the regular radio broadcast. How does this foreshadow what happens in the climax?

_____

_____

_____

ANNOUNCER TWO: Ladies and gentlemen, we interrupt our program of dance music to bring you a special bulletin from the Intercontinental Radio News. At twenty minutes before eight, central time, Professor Farrell of the Mount Jennings Observatory, Chicago, Illinois, reports observing several explosions of incandescent gas, occurring at regular intervals on the planet Mars. The spectroscope indicates the gas to be hydrogen and moving towards the earth with enormous velocity. Professor Pierson of the Observatory at Princeton confirms Farrell's observation, and describes the phenomenon as "like a jet of blue flame shot from a gun."


DAILY NEWS FINAL

FAKE RADIO 'WAR' STIRS TERROR THROUGH U.S.

The literary device, known as *flashback*, is a hint provided by an author through dialogue. While foreshadowing looks forward, the literary device, known as *flashback*, looks backward to previous events or dialogue. Frequently, flashbacks are used to fill in the blanks for the reader with necessary background to better understand what is going on in the sequence of plot events.

Directions: Read the following excerpts (parts of the text), and [bracket] or highlight the events in the flashback.

ANNOUNCER: Ladies and gentlemen, those strange beings who landed tonight are the vanguard of an invading army from the planet Mars. The battle has ended in one of the most startling defeats ever suffered by any army in modern times; seven thousand men armed with rifles and machine guns pitted against a single fighting machine of the invaders from Mars. One hundred and twenty known survivors. The rest of our forces, crushed and trampled to death under the metal feet of the monster, or burned to cinders by its heat ray. The monster is now in control of the middle section of New Jersey.

INDEPENDENT PRACTICE

Directions: Read "The Boy Who Cried Chux" by Mark Pennington. [Bracket] the climax, underline the foreshadowing, and highlight the flashback.

The Boy Who Cried Chux

There once was a naughty boy who lived on the planet Zee. His parents owned a sky ranch with a herd of over 500 rinz. The boy's only chore was to guard the rinz herd after school each day on his hoverboard.

One day, while guarding the rinz, the naughty boy sent out a distress signal to Zee Command.

"Chux alert!" he signaled. "Chux are attacking our rinz!"

Immediately, Zee Command sent a dozen T105 cruisers to help the boy fend off the chux.

But when they arrived at the sky ranch, there was no chux– only the naughty boy laughing at the joke that he played on the pilots.

"Never signal a false chux alert!" scolded the commander. "If you ask for help when you don't need it, help might not come when you really do need it."

"False alert, pilots. No chux here. Let's get back to base."

The next day, the naughty boy sent out another distress signal: "Chux alert! Come quickly!"

Once again, Zee Command sent out cruisers to help, but the pilots found no chux, only the boy laughing once more at them. The angry pilots flew back to their base.

The next day, the boy saw two real chux, attacking the rinz.

"Chux alert!" he signaled. "Chux really are after our rinz!"

When Zee Command saw the distress signal, the commander told her pilots, "Remember how that boy laughed at us yesterday and the day before? There are no chux. We won't be fooled again."

When the boy did not come home for dinner, his parents called Zee Command. The commander flew to the sky ranch. She found the boy crying on his hoverboard, hovering next to two dead rinz.

The boy moaned, "I sent a distress signal, but you didn't come."

The commander said, "Sooner or later, no one believes a liar."

Narrative Structure, Literary Elements, and Genre: Mystery

A ***mystery*** is a narrative-based genre in which secrets are discovered or a crime is solved. The protagonist (the good hero) often serves as a detective to figure out something done and hidden by the antagonist (the bad guy). Some mysteries are also featured in thriller or horror genres.

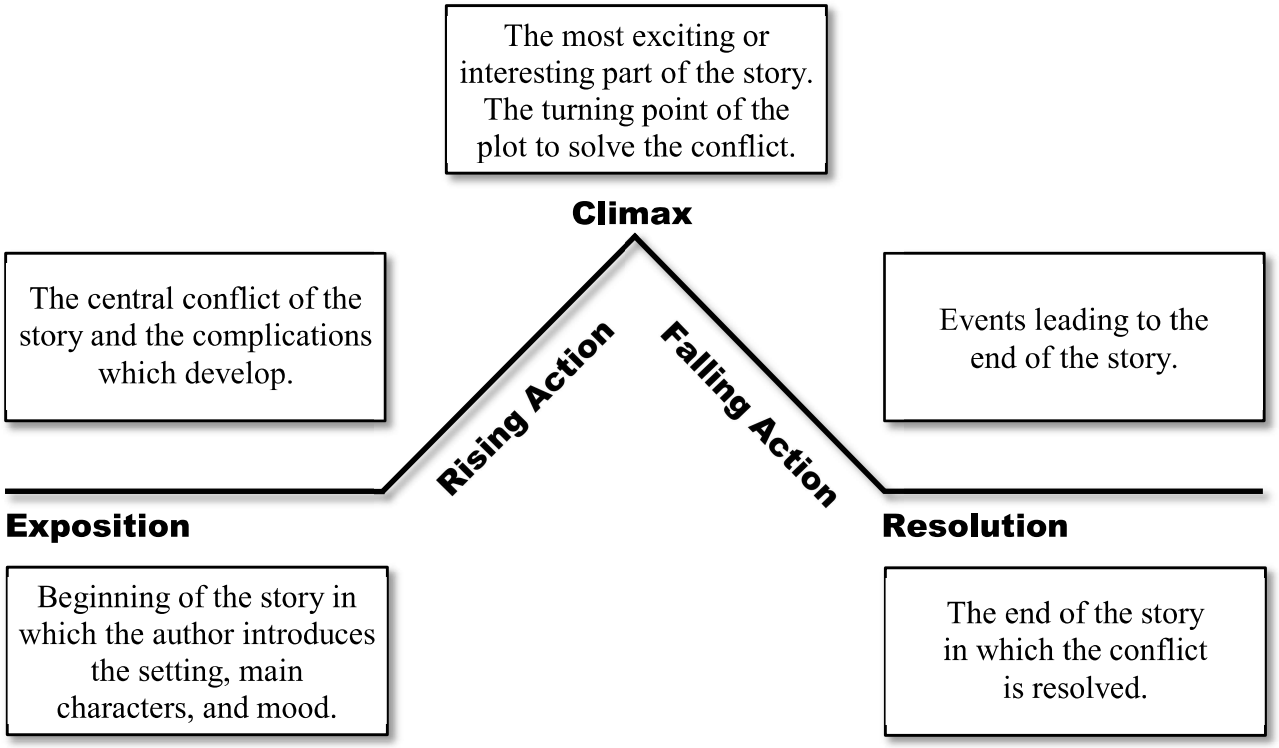
After a story's exposition (characters, setting, and mood), a series of complications in the rising action develops the central conflict to the *climax*. The climax is the most exciting or interesting part of the story. It is the turning point in which the the conflict will begin to be resolved.

Following the climax, the *falling action* includes the series of events which will lead to resolving the central conflict of the story.

In a mystery, the climax is the turning point of the plot in which the mystery *appears* to be solved and the protagonist confronts whom or what seems to be the antagonist. However, events in the falling action show the story characters and the reader that the mystery has not yet been solved. Often, the protagonist's life is endangered during the falling action as the true identity of the antagonist begins to be discovered and the mystery begins to be solved.

A variety of graphics help us visualize the elements of plot. On such plot diagram is in the shape of pyramid.

Plot Diagram

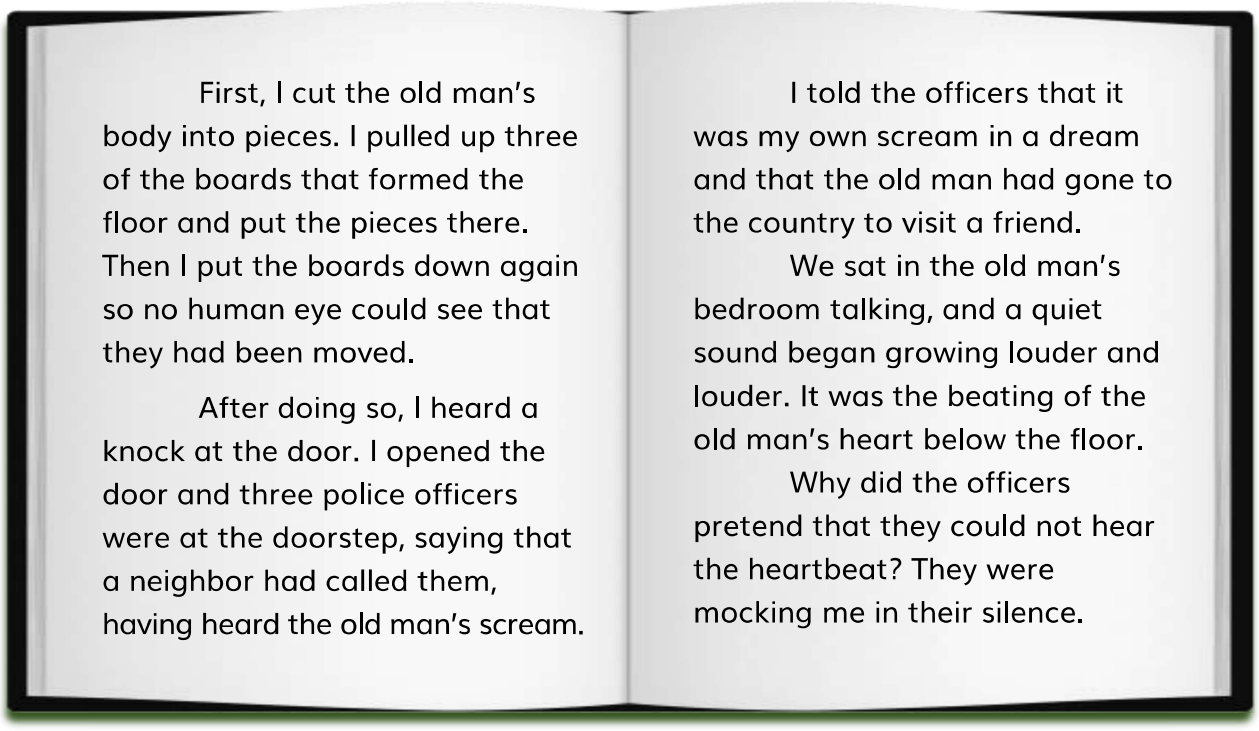


GUIDED PRACTICE

In Edgar Allen Poe's "The Tell-Tale Heart," the elements of the plot, leading up to the falling action, are briefly summarized as follows:

Exposition: The narrator of the story in this first person narrative lives in the same building as an old man with a terrifying, vulture-like eye. The narrator wishes to prove his sanity to the reader even though he admits to planning the murder the old man because of the old man's terrifying, vulture-like eye.
Conflict: The narrator is haunted by his idea that the old man's eye is evil and is constantly watching him. The narrator wants to kill the old man and close that eye forever.
Rising Action: Over seven nights, the narrator opens the door to the old man's room to kill him, but the old man's eye is open, and seeing it prevents the narrator from committing the crime.
Climax: On the eighth night, the narrator opens the door to the old man's room again. This time the old man wakes up. The narrator remains at the door, watching the eye and listening to what he says is the increasingly loud beating of the old man's heart. The fearful and angry narrator rushes into the room and the old man screams. The narrator smothers the old man until he can no longer hear the beating of his heart.

Directions: Read these excerpts from the story's falling action. Number the sequence of key events which will lead to resolving the central conflict of the story.



First, I cut the old man's body into pieces. I pulled up three of the boards that formed the floor and put the pieces there. Then I put the boards down again so no human eye could see that they had been moved.

After doing so, I heard a knock at the door. I opened the door and three police officers were at the doorstep, saying that a neighbor had called them, having heard the old man's scream.

I told the officers that it was my own scream in a dream and that the old man had gone to the country to visit a friend.

We sat in the old man's bedroom talking, and a quiet sound began growing louder and louder. It was the beating of the old man's heart below the floor.

Why did the officers pretend that they could not hear the heartbeat? They were mocking me in their silence.

Resolution: The narrator can no longer take the mockery of the police officers and the beating of the tell-tale heart. He confesses his crime to the police, saying "I admit the deed! Tear up the planks! It is the beating of his hideous heart!"

The *point of view* is the way in which a story, play, poem, or song is told. The point of view also shows the relationship between the narrator (storyteller) and the characters. In "The Tell-Tale Heart," the author tells the story through a single character. The main character is the narrator. The first person point of view limits the author to sharing only what the main character knows.

In the first person point of view, the author uses first person pronouns, such as *I, me, we, us, my, mine, our, ours, myself,* and *ourselves* to tell much of the story.

Directions: Re-read the falling action excerpt, and [bracket] the first person pronouns.

What knowledge is hidden from the main character in the falling action because the story is told in the first person point of view? In other words, what does the reader know that the murderer does not know?

Why can the first person point of view be especially useful to an author writing a mystery?

INDEPENDENT PRACTICE

Directions: Re-write this falling action in a mystery novel, using the first person point of view.

After the lunchroom food fight, David walked back to the class room to look for his binder. No one was in the room, but his teacher's desk was trashed. The drawers were open. Someone had been in the room before him and was looking to steal something from Mr. Pine.

Suddenly, David realized he was in trouble. If anyone saw him now, they would assume that he was the thief. As David turned toward the door he saw what looked like his own handwriting on the board: FOOD FIGHT AT 12:00!

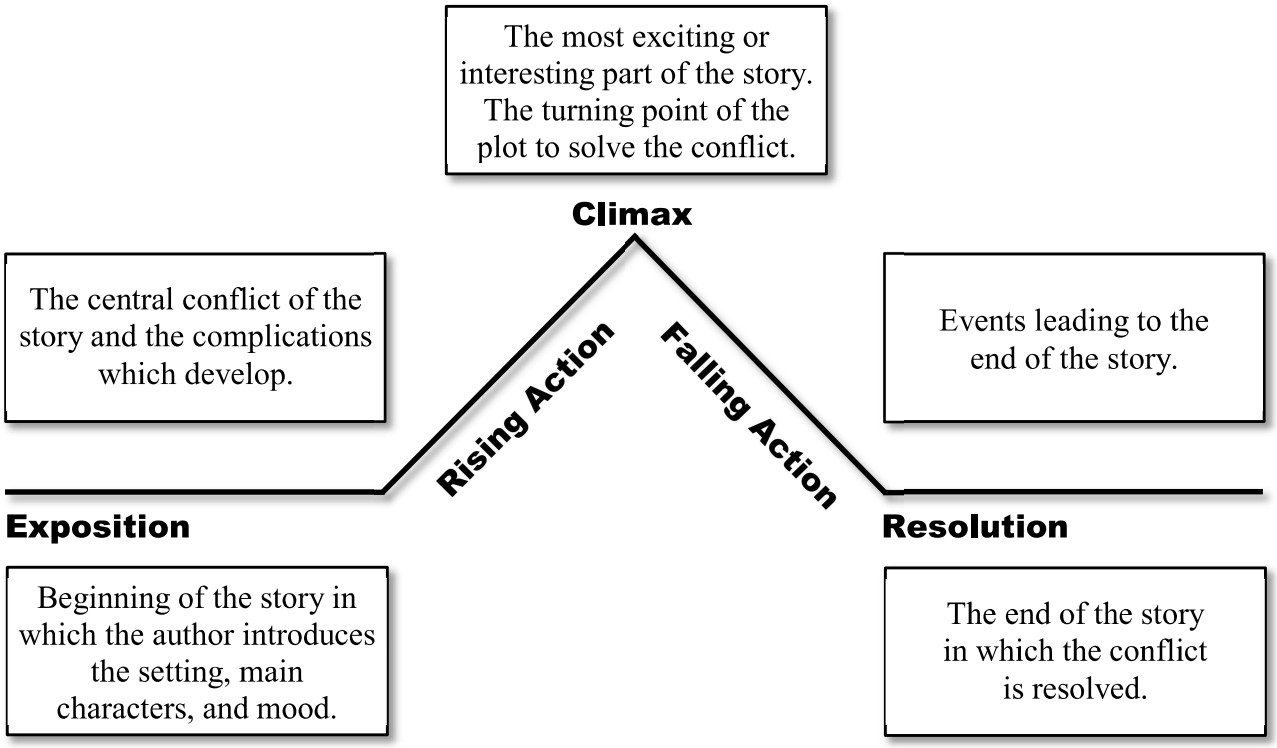
Narrative Structure, Literary Elements, and Genre: Historical Fiction

The narrative-based genre of ***historical fiction*** is a story with fictional characters involved in historical settings and events. Historical fiction mixes fiction and non-fiction, but the historical facts are unchanged. When more fiction is included than non-fiction the genre is known as *realistic fiction.* For example, Western novels based upon the American frontier experience are realistic fiction.

Historical fiction includes all of the narrative genre plot elements. After a story's exposition (characters, setting, and mood), a series of complications in the rising action develops the central conflict to the *climax*. The climax is the most exciting or interesting part of the story. It is the turning point and leads to the falling action.

Following the falling action, the *resolution* is the final step in the plot. The ending resolves the central conflict of the story and everything returns normal. The resolution is often referred to as the *denouement.* Borrowed from French, the word derives from Latin and means "untie the knot," a fitting description of how the resolution unravels the narrative strands which the author has woven together in the story.

Plot Diagram



GUIDED PRACTICE

Directions: In the following short story by Mark Pennington, "The Dude and the Old West," [bracket] the conflict, highlight the falling action, and number the three parts of the resolution.

The Dude and the Old West

Jamie May wasn't a dude until he stepped onto the train platform in Abilene, Kansas. He dressed like most gentlemen from Philadelphia in 1871: black suit, turned-up shirt collar, felt derby hat with a ribbon, and a gold watch fob, hanging out of his vest pocket.

Before the train crossed into Kansas, the conductor tried to warn him. He said, "You know, Abilene is a rough and ready cattle town. It's full of cowboys fresh off the Chisholm Trail, outlaws, and other vermin. The town smells to high heaven. And you won't find a derby hat on anyone... not even the gamblers. You sure about Abilene?"

"Thank you for your concern, good sir. It is my first visit out West. My publisher sent me to interview Abilene's marshal, "Wild Bill" Hickock. I write what are called 'dime store novels' about the West."

"You mean you write about folks and places you've never seen?" asked the conductor.

"Good authors *see* with their pens. Now, please excuse me, sir."

"Okay, but don't say I didn't warn you," said the conductor.

The next morning, Jamie stepped off the platform onto the dusty streets of Abilene. He twirled his cane and walked to the hotel.

"Just where do you think you're going, dude?" challenged the cowboy wearing two six-guns.

"Sir, that is my business," replied Jamie. "What is a *dude?*"

"I'm lookin' at one, you city slicker. Your kind ain't wanted here."

Jamie brushed by the cowboy, who promptly drew both six-guns. Jamie's cane swooped into action, hooking the cowboy's left ankle and tumbling him into the street.

The embarrassed cowboy started to draw, but stopped cold.

"Never mess with a dude," said Jamie, walking past another cowboy. This one wore a silver star.

"And never mess with my author," said "Wild Bill" with a smile.

The *point of view* is the way in which a story, play, poem, or song is told. The point of view also shows the relationship between the narrator (storyteller) and the characters.

Stories written in third person provide an outsider's point of view, using pronouns such as *he, she, it, they, him, her, them, his, her, their, himself, herself,* and *themselves*. Authors use two different approaches to tell a third person story.

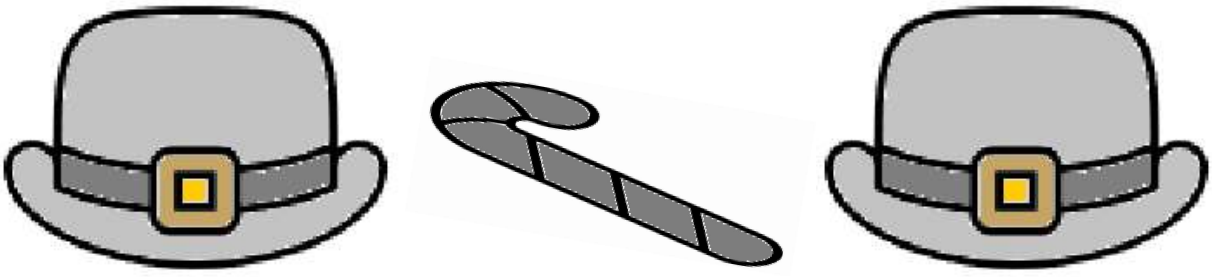
With the **third person omniscient point of view**, the narrator is included in the story and knows everything about the characters' thoughts and feelings in the past, present, and future. *Omniscient* means "all-knowing."
Example: The children did not know that the zombies waited for them at the end of the tunnel.

With the **third person limited point of view,** the narrator is not included in the story, but tells the reader the thoughts and feelings of one main character.
Example: Marsha and Brad left the house together. Marta wondered if they would return.

Directions: Re-read "The Dude and the Old West," and highlight the third person pronouns.

INDEPENDENT PRACTICE

Directions: Is "The Dude and the Old West" written in the third person *omniscient* point of view or in the third person *limited* point of view? Justify your answer with details from this western.



Narrative Structure, Literary Elements, and Genre: Humor

The narrative-based genre of ***humor*** is an entertaining story with amusing characters in funny situations. Humorous movies and television shows are known as *comedies.*

Many humorous stories include the literary device known as *irony.* Authors use irony to contrast what *really happens or is said* and what is *expected*. One type of irony is known as *verbal irony.* In verbal irony, what the speaker *says* is different than what is meant or understood.
Example: In the old Stephen Foster song, "Oh! Susanna," the song includes these examples of verbal irony:
"It rained all night the day I left; the weather it was dry.
Sun so hot, I froze to death; Oh brothers don't you cry."
Explanation: The **reality** that the weather was dry does not match the **expectation** that the rainy night would make the weather wet.

When similar sounding words (homophones) have two different meanings, a funny use of verbal irony is known as a *pun*.
Example: The teddy bear must have eaten too much. He is *stuffed.*
Explanation: The **reality** that the teddy bear is stuffed is different than the **expectation** that the teddy bear ate too much. *Stuffed* can mean full of food or padded with stuffing.
Example: You can't starve in the desert, because of all the *sand-wich-es* there.
Explanation: The **reality** that a desert has "sand which is there" does not match the **expectation** that someone couldn't starve because of all the "sand-wich-es there." The syllable, "wich," and the word, "which," are homophones.

One more form of verbal irony is *sarcasm.* Sarcasm is the intentional use of verbal irony to mock or insult someone. Sarcasm can be funny if it's not too mean.
Example: "If had a dollar for every smart thing you say. I'll be poor."
Explanation: The **reality** that the speaker thinks that the insulted person is not smart is different than the **expectation** that the insulted person would get money for being smart.
Example: "Someday, you'll go far. I hope you stay there."
Explanation: The **reality** that the speaker wants the insulted person to stay far away does not match the **expectation** that the speaker thinks the insulted person will achieve future success.

GUIDED PRACTICE

Directions: In the following examples of humorous verbal irony, explain the how the reality differs from the expectation in each joke.

Joke: I can't fly with that pilot anymore. He told me he's afraid of heights.

Reality: _____

_____

Expectation: _____

_____

Joke: With a face like yours, I can see why Halloween is your favorite holiday. Oh, that's not a mask you are wearing?

Reality: _____

_____

Expectation: _____

_____

Joke: My Spanish teacher is really struggling. She wishes that she could speak the language.

Reality: _____

_____

Expectation: _____

_____

Joke: Our math teacher seems unusually happy, considering she has so many problems.

Reality: _____

_____

Expectation: _____

_____

INDEPENDENT PRACTICE

Directions: List an example of verbal irony found in this humorous letter in the spaces which follow.

Introduction: An English lady, while vacationing in Switzerland, rented a room from the pastor of a local church. Then she traveled back to England to prepare for her move.

When she arrived back home, she could not remember seeing a "W.C." in her room or even down the hall. (A W.C. is short for "water closet" and is what the English call a toilet.) So she emailed the pastor to ask him where the "W.C." was located.

The Swiss pastor had never heard of a "W.C.," and so he Googled the abbreviation and found an article titled "Wayside Chapel." Thinking that the English lady was asking about a country church to attend near her new home, the pastor sent her the following letter:

Ms. Smith,

Regarding your question about the location of the W.C., the closest W.C. is situated only two miles from your room, in the center of a beautiful grove of pine trees. The W.C. has a maximum occupancy of 229 people, but not that many people usually go on weekdays. On Thursday evenings there is a sing-along. The acoustics are remarkable and the happy sounds of so many people echo throughout the W.C.

Sunday mornings are extremely crowded. The locals tend to arrive early and many bring their lunches to make a day of it. Those who arrive just in time can usually be squeezed into the W.C. before things start, but not always.

It may interest you to know that my own daughter was married in the W.C. I remember how everyone crowded in to sit close to the bride and groom. There were two people to a seat ordinarily occupied by one, but our friends and family were happy to share. My wife and I felt particularly relieved when it was over.

Due to my duties in town, I can't go as often as I would like. In fact, I haven't been in over a year. Let's plan on going to the W.C. together as soon as you arrive.

Sincerely,

Pastor Kurt Meyer

Verbal Irony

Reality: _____

Expectation: _____

Narrative Structure, Literary Elements, and Genre: Legend

A ***legend*** is a narrative-based genre which features a story about a hero or heroes. The story and characters usually have some basis in historical facts. The characters and their actions and are usually exaggerated to some degree.

Many legends include the literary device known as *irony.* Authors use irony to contrast *really happens or is said* and what is *expected*. One type of irony is known as *situational irony.* In situational irony, what happens is different than what is expected.

Examples of Situational Irony:

A fire station burns down.
Explanation: The **reality** that the fire station burned down does not match the **expectation** that the station would never have a fire with all the firefighters and fire equipment.

I don't want to fly with that pilot. He told me that he's afraid of heights.
Explanation: The **reality** that the pilot is afraid of heights does not match the **expectation** that any pilot would not be afraid of flying so high in the sky.

The child fell into the swimming pool when trying to dodge a water balloon aimed in his direction.
Explanation: The **reality** that the child got soaking wet in the pool does not match the **expectation** that the child wanted to avoid getting hit by a water balloon because he did not want to get wet

I scored two goals in our last soccer game. Unfortunately, they barely got by our startled goalie.
Explanation: The **reality** that the soccer player scored two goals for the opposing team does not match the **expectation** that the goals would have been scored for her own team.

Expository Text Structure: Concrete Details

Articles, reports, textbooks, and essays must be written in complete sentences. Intentional fragments, such as "Hey!" or "Not really" can be used in stories, poetry, letters, or texts, but not in expository text.

A complete sentence has these functions:

1. It tells a complete thought.
2. It has both a subject and a verb. The subject is the *do-er* and the verb is the action.
3. When spoken out loud, the voice drops down at the end of a statement and goes up at the end of a question.

CONNECT TO READING

As you read, try to understand the complete thought of each sentence and how the thoughts connect from the topic sentence to the concrete details. When reading silently or out loud, pause at commas and stop at periods. Good readers read with expression.

GUIDED PRACTICE

Directions: Fill in the blanks to form complete sentences in these paragraphs.

Writing Topic: Two kinds of fish

Two kinds of ocean fish scare me.

First, _____

Second, _____

Writing Topic: Two popular sports

_____

One _____

Another _____

INDEPENDENT PRACTICE

Directions: Write a paragraph in complete sentences. Writing Topic: Two bad television shows

_____

_____

_____

Concrete Detail Transitions: Comparison

Transitions are words or phrases which connect sentences and paragraphs in an essay. Each of these comparison transition words or phrases introduces and explains a similar fact or idea:

similarly, in the same way, just like (as), likewise, in comparison, in the same manner, so too

GUIDED PRACTICE

Directions: [Bracket] the comparison transitions in the following sentences.

1. Similarly, the children looked up to the sky. Just like the adults, they loved the fireworks.

2. They left the meeting in the same manner.

3. The general disagreed with her orders. In the same way, the employee rejected his boss' ideas.

4. In comparison, both teams had experienced quarterbacks.

5. The actor cried; so too did the movie audience at her poor acting. Likewise, the producer cried.

Directions: Fill in the blanks with the comparison transitions which fit best. Change the capitalization, tense, or number as needed, but use each transition only once.

1. _____ the other children, they loved recess best. 2. _____, most adults love recreation more than work. 3. However, _____ to children, adults seem to enjoy more organized play. 4. _____, adults prefer following all the rules in their games, while children don't seem to mind making them up as they play. 5. _____, adults are more resistant to try something new, but children try new things every day. 6. _____, children will take more risks, except in the case of eating strange vegetables.

INDEPENDENT PRACTICE

Directions: Write a topic sentence and two concrete detail sentences, using comparison transitions to begin the concrete details.

_____

_____

_____

_____

_____

Expository Genre and Author's Purpose: Analytical Text

In expository text, the author often uses analysis in commentary sentences to examine concrete detail sentences. *Analyze* means to break apart the subject and explain each part.

CONNECT TO READING

Authors often use more than one commentary sentence to analyze a concrete detail sentence. Pay special attention to analysis transitions, used to begin the first commentary sentence.

Analysis Transitions: means that, suggests, imply, infer, examine, being that, to that end, in view of, given that

A second analysis commentary sentence usually begins with an addition transition: also, another, in addition, additionally, plus, further, furthermore, moreover, as well, besides, what is more

GUIDED PRACTICE

Directions: Read the following paragraph. [Bracket] any analysis transitions; highlight any addition transitions; and underline the commentary sentences.

Listening to classical music produces many benefits. Studies have shown that exposure to the complex melodies and musical structure of pieces by Wolfgang Amadeus Mozart have actually improved test-takers' scores on intelligence tests. The test results suggest that students' reasoning abilities increased significantly. Additionally, the test results demonstrate improvement in students' problem-solving capabilities.

INDEPENDENT PRACTICE

Directions: Re-write the following mixed-up paragraph in proper sentence order.

Children especially enjoy the blend of chocolate, strawberry, and vanilla. Rocky Road delights children because of its marshmallows and nuts. One ice cream that pleases many is neapolitan. Ice cream is a favorite for two reasons. However, some are allergic to nuts.

Argumentative Genre and Author's Purpose: Persuasive Text

Persuasive writing is designed to convince a reader that the writer's point of view is correct through logical and evidence-based argument, emotional language, and appeals to what is right and wrong. In contrast to argumentative essays, blog posts, or speeches, persuasive writing focuses more on the reader.

To convince a reader that one's point of view is correct, it is often necessary to prove that a different point of view is *incorrect*. Persuasive writing may include *counterclaims* and *counterarguments* (refutations). A counterclaim states an argument against the writer's point of view. The counterargument (refutation) disproves the counterclaim.
Example: Thomas Jefferson uses this persuasive tool in the "Declaration of Independence."
"It makes sense that long-established governments should not be changed for unimportant reasons. (Counterclaim) But when a long series of abuses and misuses of power clearly points to unlawful rule, it is the right and duty of the people to throw off such government, and to provide new guards for their future security**."** (Counterargument or Refutation)

CONNECT TO READING

Pay attention to the author's use of contrast transitions, which begin counterarguments (refutations).

Contrast Transitions: in contrast, on the other hand, however, whereas, but, yet, nevertheless, instead, as opposed to, otherwise, on the contrary, regardless, alternatively, conversely, but even so, still, rather, nonetheless, although, despite, in spite of, granted, notwithstanding, regardless, admittedly

GUIDED PRACTICE

Directions: Read the following paragraph. [Bracket] the counterclaim and highlight the counterargument (refutation).

Learning to read well is an essential skill. Reading is the primary means to gaining information and facts. Some would argue that text to speech applications makes reading less important. However, listening does not allow one to pause or re-think like reading does.

INDEPENDENT PRACTICE

Directions: Write a counterarguments (refutation) to these counterclaim:

Some claim that athletes and celebrities are not role models.

Teacher Directions: Greek and Latin Morphology Walls

Prefixes	Bound Bases	Free Bases	Suffixes
(Placed before a base. Spell 'em; don't say 'em.)	(Needs prefix or suffix to make a word)	(Stands alone as a word)	(Placed after the base. Spell 'em; don't say 'em.)
un re in dis en	san cred dur tract	able sent it act	or an
at in over mis sub	sist quot urb dict	port super claim	
pre for de	cept ward pend	void sect merge	
trans semi under	ann par don med		
tri ex a post	stat aud dent pon		
bi e ab			

More Words

inter rupt tion

To move word parts: Right click, copy, paste, drag. To align textboxes: Hold shift, click two or more, Arrange, Align.

Connectors

a e i o u e

Prior to each vocabulary test, share the slide (or print copy) with your students.
Students drag and drop or write previously-learned and new words in this section.
Copy and paste the word parts and "Connectors" to be able to re-use them.

Comprehensive Vocabulary Grade 4 and The Science of Reading Intervention Program ©2023