

3000+ INTERACTIVE
GOOGLE SLIDES

TEACHING READING INTERVENTION

EVIDENCE-BASED
PROGRAM AGES 8-ADULT



featuring the
**Sam and Friends
Phonics Books**



Teaching Reading Intervention

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Three Formats

1. Sam and Friends Booklets to Print..... 432 pages

The 54 books are in booklet order (pages 8-1, 2-7, 6-3, 4-5).

2. Sam and Friends Tablet or Chromebook Display

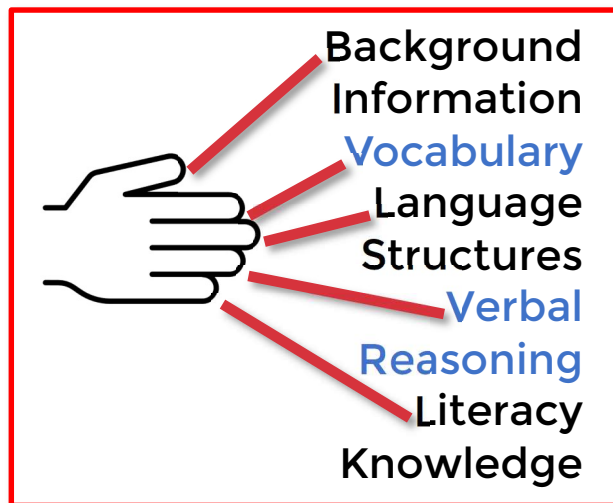
The 54 books are in story order and formatted for tablets, iPads, and Chromebooks.

3. Phone Display

i-Phones and Androids

Introduction and Instructional Overview

Teaching Reading Intervention is a full-year, 55 minutes per day, evidence-based literacy program for students ages 8–adult. The program has been designed to weave together the word recognition and language comprehension strands of Scarborough’s reading rope to help struggling readers become increasingly fluent and strategic readers with better comprehension.



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. However, the origins of the rope date back to 1992.

After publishing ten journal articles over a three-year period, Dr. Scarborough became an in-demand presenter at reading conferences. She decided to create a hand-out for non-researchers that would serve as a simple visual metaphor to summarize her research on reading. She first created a model with pipe cleaners and drew the rope in black ink “because, if you remember, color copies were too expensive back in the early 1990s” (August 15, 2020 Interview: <https://www.youtube.com/watch?v=83tfzOFpBak>).

Regarding the strands of her rope, Dr. Scarborough comments, “The take away I would emphasize is reading is complicated, all strands are developing over time, [and] as they develop the bundles interact and influence each other. Being strong on the lower strands [word recognition] affords more opportunities to acquire more knowledge of the upper strands [language comprehension], and being strong on the upper strands has been shown to enable faster and more accurate decoding of unfamiliar words. Therefore, if any of the strands gets frayed it can hold back the development of other strands and by extension eventually weaken the entire rope.”

Reading researchers and teachers point out that the separate strands of language comprehension and word recognition overlap and are not silos unto themselves. Again, each strand impacts the learning in other strands, and all strands are essential to the development of skilled reading. The product of the strands is fluent and strategic reading comprehension.

Older students ages 8-Adult, who are not reading at grade level, need an accelerated, evidence-based reading intervention program that applies the science of reading research and practice. Unlike primary grade students, these older students rarely have the luxury of a two-hour reading block.

Grades 3–6 elementary students who struggle with reading are typically allotted 30 minutes per day intervention in pull-out or early-late instruction. Middle school, high school, and adult literacy reading intervention is often limited to a 55 minutes per day class on a traditional schedule or 90-120 minutes other day on a block schedule.

Reading intervention teachers for older students (ages 8-Adult) need a comprehensive program that has been designed and field-tested within these time constraints.

The program includes both digital and print options. It requires no prep. Reading may be “rocket science,” as Louisa Moats suggests; however, the *Teaching Reading Intervention* program does not require rocket scientists to achieve success. Both new and veteran reading teachers will appreciate the easy-to-follow lessons and instructional resources.



Word Recognition

The *Teaching Reading Intervention* program provides explicit word recognition instruction in phonemic awareness, morphology, synthetic phonics, spelling, and sight words. Students practice the focus sound-spellings and sight words in decodable texts for each lesson with repeated readings and word fluencies. Each story includes 5 inferential comprehension questions, based on the SCRIP (Summarize, Connect, Re-think, Interpret, and Predict) Comprehension Cue Strategies.

For the first 18 weeks of instruction, all students receive accelerated instruction in the word recognition fundamentals. Teachers and students use Google slides (or print copies) for 55 minute, 3 days per week instruction in these 5 activities:

- ✓ Phonemic and Morphological Awareness (interactive oral activity)
- ✓ Blending, Segmenting, and Spelling (includes student spelling slides)
- ✓ Sounds and Spellings Practice (includes interactive slides)
- ✓ Heart Words Practice (includes interactive slides) words with non-phonetic parts.
- ✓ **Sam and Friends Phonics Books**
54 decodable stories for each daily lesson with comprehension questions, margin notes, and word fluency practice in multiple formats for tablets, Chromebooks, and phones.

The 5 activities are formatted in Google slides to work with any instructional delivery method: in-class, ZOOM, hybrid, pull-out, or push-in. All activities have been designed to work equally well with print copies.

On the last two days of the first 18 weeks, students complete these tasks:

- ✓ Sound Boxes to review the weekly focus sound-spellings and Heart Words
- ✓ Personal Sound Walls to review the weekly focus sound-spellings
- ✓ **Sam and Friends Phonics Books**
Choral reads, readers theater, independent reading, comprehension question and margin notes class discussion, final word fluency timings
- ✓ Syllable Practice with whole class instruction and accompanying worksheets
- ✓ Spelling Pattern Worksheets, assigned individually according to the diagnostic test

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Word Recognition Focus

First 18 Weeks, 55 Minutes per Day

Phonemic Awareness, Phonics, and Spelling
Placement Tests

Google Slide (or Print) Activities

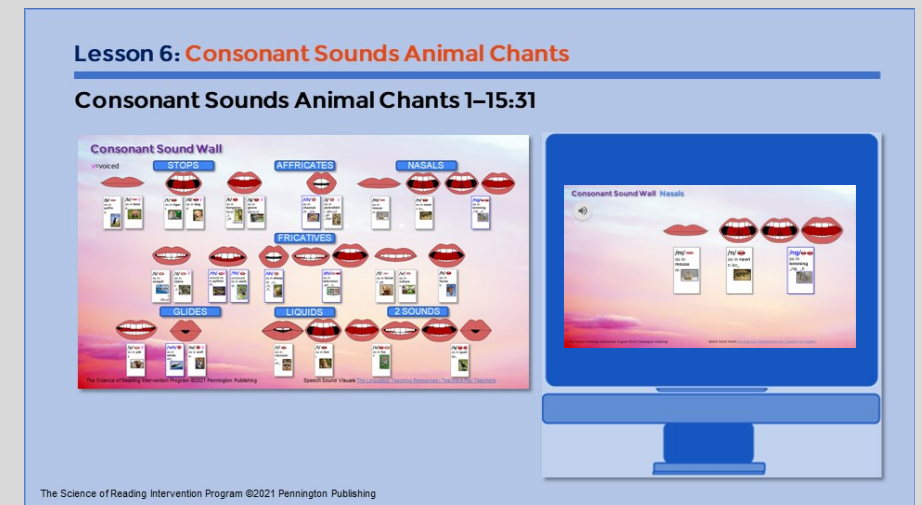
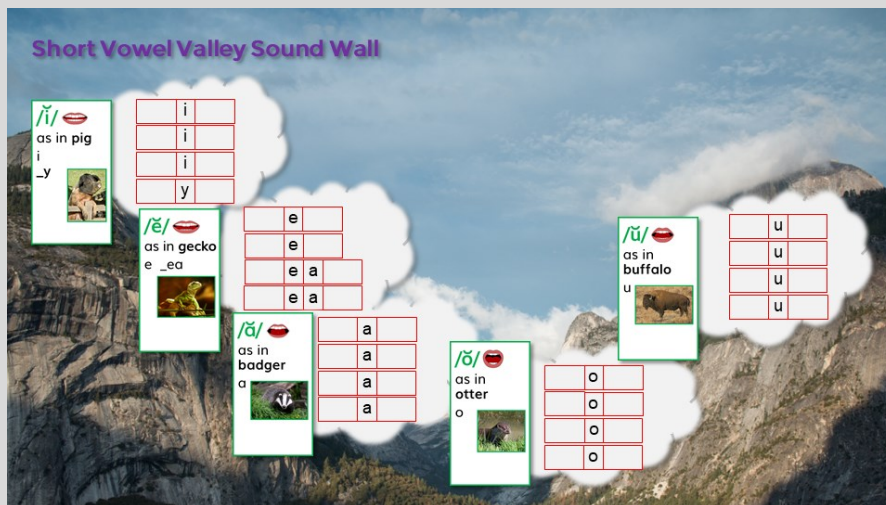
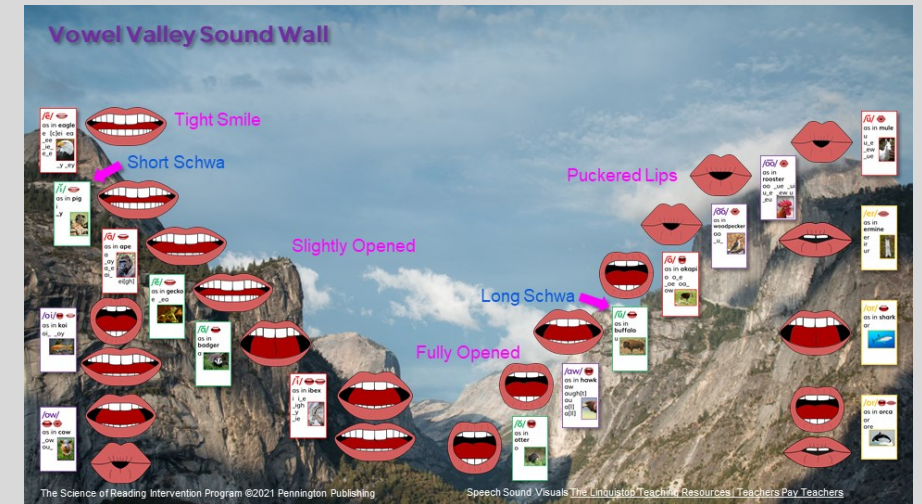
- ✓ Phonemic and Morphological Awareness
- ✓ **Blending, Segmenting, and Spelling**
- ✓ Sounds and Spellings Practice
- ✓ **Heart Words Practice**
- ✓ **Sam and Friends Phonics Books:**
Decodable stories for each daily lesson with comprehension questions, margin annotations, and word fluency practice.
- ✓ **Sound Box and Word Wall activities.**
- ✓ Syllable Practice
- ✓ **Spelling Pattern Worksheets**



Google Slide (or Print) Activities

Activity #1 Phonemic Awareness and Morphology

In beginning lessons, students practice proper mouth formation and articulation of the speech sounds, using digital sound walls with catchy songs and rhymes. Print and laminate for review practice.



Google Slide (or Print) Activities

Activity #1 Phonemic Awareness and Morphology

The teacher leads students (oral practice) in quick, daily phonemic awareness drills. The no-prep directions are on the slides. Simply display and teach.

Phoneme isolation, addition, deletions, substitution, reversals, manipulation, and segmentation.

"There is no age where a student is 'too old' for phonemic awareness training—if the skills have not been mastered, the student should get training" (Kilpatrick, 2016).

Lesson 1: Phonemic Awareness and Vocabulary

Phonological Awareness: "Reading is about understanding speech sounds in print. Hearing the differences among sounds and the patterns of sounds prepares us to read well. Let's practice hearing the different sounds and patterns with these drum sounds."

Thumbs up?
The same.
Thumbs down?
Different.

"I will play two sounds. Give a thumbs up if they sound the same and a thumbs down if they sound different."

1. 2. 3. 4. 5. 6.

"Now I will play two sound patterns. Give a thumbs up if they sound the same and a thumbs down if they sound different."

1. 2. 3. 4. 5. 6.

The Science of Reading Intervention Program ©2021 Pennington Publishing Sounds from zapsplat.com

Lesson 7: Phonemic and Morphological Awareness

Phonemic Isolation: "Now that we've worked on identifying the big sounds in our words, it's time to work on the little sounds. Learning these little speech sounds, called *phonemes*, will help you read and spell accurately. For this activity, I'm going to ask you where you hear the sound in a word. Show me one finger if you hear the sound at the beginning of the word; two fingers if you hear the sound in the middle of the word; and three fingers if you hear the sound at the end of the word."

Where do you hear this sound in the word?

/ää/ as in giraffe (2)	/mm/ as in monkey (1)
/t/ as in bobcat (3)	/ss/ as in seagull (1)
/p/ as in ape (2)	/nn/ as in hound (2)
/ll/ as in snail (3)	/ëë/ as in gecko (2)
/t/ as in stork (2)	/mm/ as in moose (2)

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Google Slide (or Print) Activities

Activity #1 Phonemic Awareness and Morphology

Students still need to develop academic language in reading intervention!

In daily lessons, students learn 16 Anchor Words, created from 70 high frequency Greek and Latin prefixes, roots, and suffixes.

Comprehensive, standards-based vocabulary instruction is provided in the language comprehension components of the **Teaching Reading Strategies** program.


Lesson 1: **Phonemic and Morphological Awareness**

Word Parts

What does this prefix mean?
un

The prefix, **un**, means *not* as in **untie**.

I had to **untie** my shoelaces to slip off my shoes.



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Google Slide (or Print) Activities

Activity #1 Phonemic Awareness and Morphology

Students still need to develop academic language in reading intervention!

In daily lessons, students learn 16 Anchor Words, created from 70 high frequency Greek and Latin prefixes, roots, and suffixes.

Comprehensive, standards-based vocabulary instruction is provided in the language comprehension components of the **Teaching Reading Strategies** program.

Lesson 1: Phonemic and Morphological Awareness

Word Parts

The prefix, **un**, means *not* and appears in 3,876 English words.

⚓ Anchor Word: **un**subscribe

I clicked *unsubscribe*. I did **not** want to receive emails from the sender.

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Google Slide (or Print) Activities

Activity #1 Phonemic Awareness and Morphology

Students still need to develop academic language in reading intervention!

In daily lessons, students learn 16 Anchor Words, created from 70 high frequency Greek and Latin prefixes, roots, and suffixes.

Comprehensive, standards-based vocabulary instruction is provided in the language comprehension components of the **Teaching Reading Strategies** program.

Lesson 1: Phonemic and Morphological Awareness

Word Parts

Other words?
Use them in
sentences.

The prefix, **un**, means *not* and is also spelled **in**.

Which words do you know that begin with this prefix?

Say these words and use them in sentences.

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Google Slide (or Print) Activities

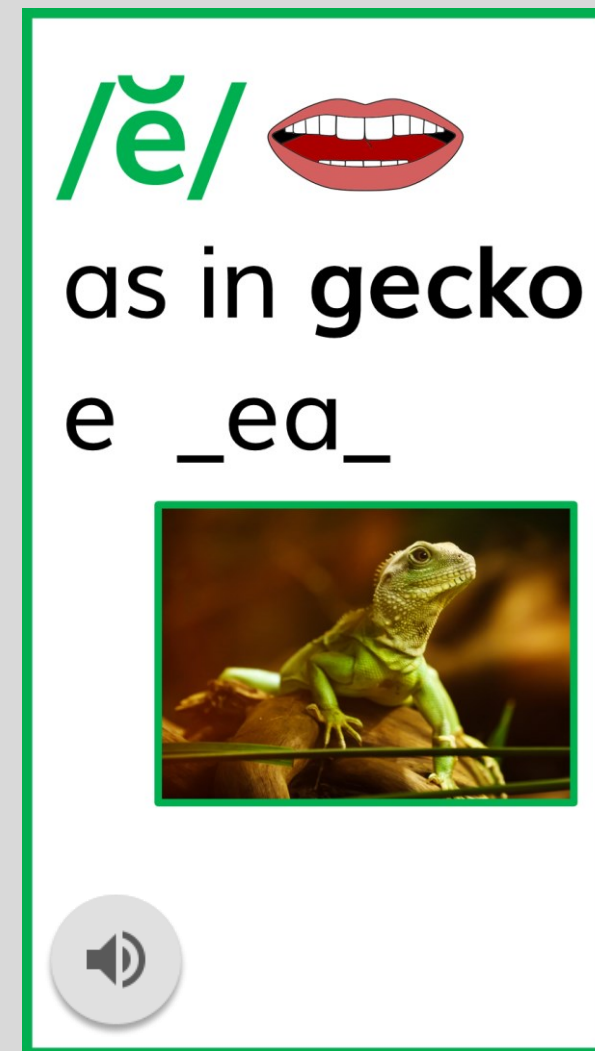
Activity #2 Blending, Segmenting, and Spelling



Each lesson begins with a review of the previous lesson focus sound-spellings.

For the new lesson, students learn the proper mouth formation and articulation for each of the focus sounds with the Animal Cards. The animal pictures are non-juvenile photographs, suitable for older students.

"Mouth positions are tangible and can be felt, viewed in a mirror, and analyzed by learners" (Ehri, 2014).

Picture mnemonics help students learn letter-sound associations (Ehri, Deffner, Wilce, 1984).



/ē/ 
as in gecko
e _ea_



Google Slide (or Print) Activities

Activity #2 Blending, Segmenting, and Spelling

Each lesson includes 6–8 focus sound-spellings for continuous blending (also known as *connected phonation*) practice. Display and teach.

The teacher uses the blending motion, and students blend through the word. Next, the students move their hands and blend on their own.

"Connected Phonation is More Effective than Segmented Phonation for Teaching Beginning Readers to Decode Unfamiliar Words" (Gonzalez-Frey, S. & Ehri, L., 2020).

Lesson 4: Blending, Segmenting, and Spelling u, b, c[a,o,u], _ck, g[a,o,u]

Short Vowel Valley Sound Wall

/ü/ as in buffalo

/i/ as in pig

/e/ as in gecko

/b/ as in bodger

/o/ as in otter

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Speech Sound Visuals | The Linguistop Teaching Resources | Teachers Pay Teachers

Lesson 4: Blending, Segmenting, and Spelling u, b, c[a,o,u], _ck, g[a,o,u]

/b/ as in bear

/ü/ as in buffalo

/k/ as in kangaroo

as in kangaroo
k[i,e]
_c
_ck
c[a,o,u]

Say 'em as I blend 'em!

buck

Say 'em as you blend 'em!

buck

Word?

buck

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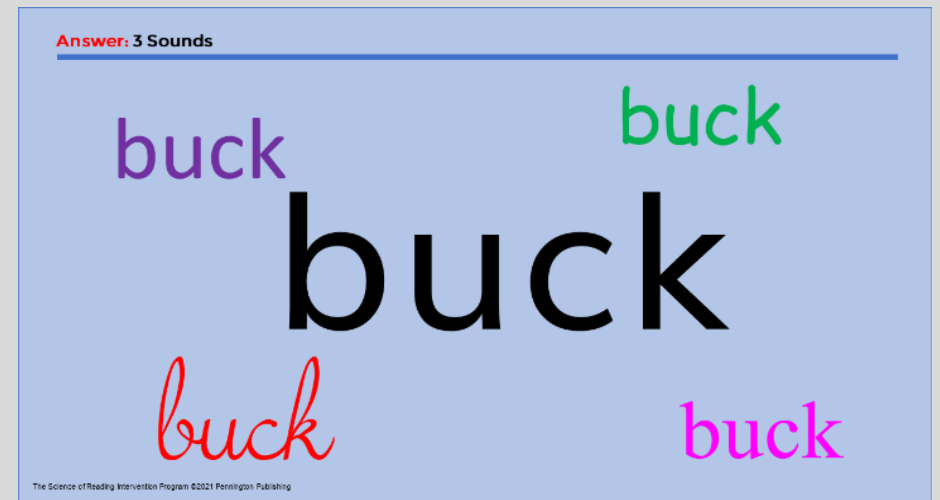
Speech Sound Visuals | The Linguistop Teaching Resources | Teachers Pay Teachers

Google Slide (or Print) Activities

Activity #2 Blending, Segmenting, and Spelling

After blending each word, students segment and count the sounds by tapping the sounds on their knees.

"One of the most important jobs for... the teacher of students with reading problems is to foster awareness of phonemes (speech sounds) in words and to help children acquire the ability to articulate, compare, segment, and blend those phonemes" (Moats, 2004).

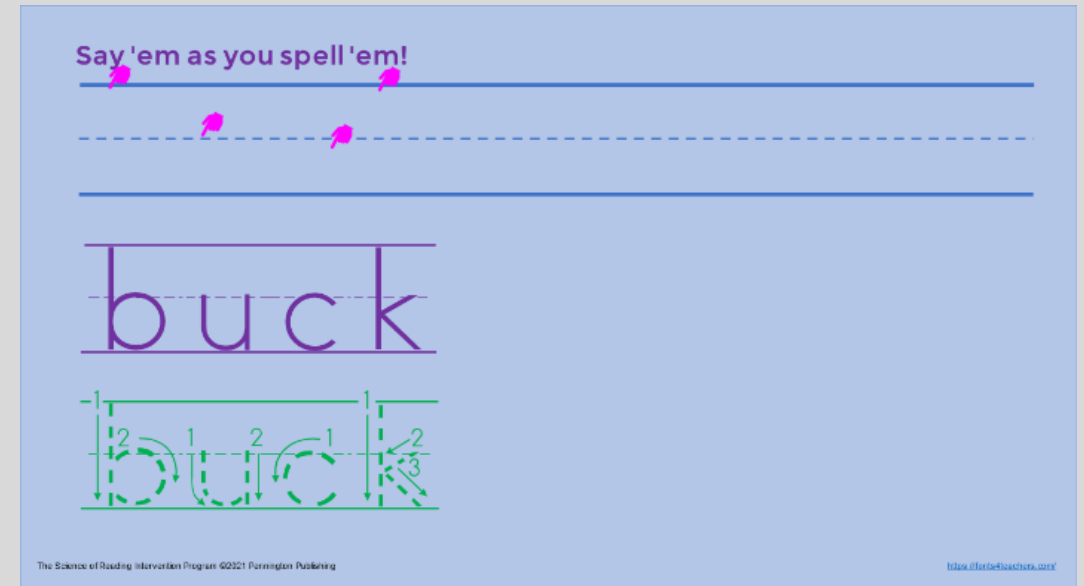


Google Slide (or Print) Activities

Activity #2 Blending, Segmenting, and Spelling

After segmenting each blending word, students spell the word, using the squiggle tool in Google slides (or with pencil on print copies). Students check their spelling and proper letter formation with the follow-the-dot display.

“Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading” (Snow, 2005).



Google Slide (or Print) Activities

Activity #2 Blending, Segmenting, and Spelling

Each lesson also introduces two high frequency **Heart Words**. Students blend the phonetically regular sound-spellings and map to orthographic memory "the part(s) you have to learn by heart." Three example words which share the same irregular sound-spellings are provided.

According to David Kilpatrick (2015), these "exception words are secured in long-term memory by the same orthographic mapping process as regular words."

Lesson 4: Blending, Segmenting, and Spelling **Heart Words**

Say 'em as I blend 'em!

t[♥]o

Say 'em as you blend 'em!

t[♥]o

Word?

to

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Google Slide (or Print) Activities

Activity #3 Sounds and Spelling Practice

Spellings to Sounds Match 'em!

Students drag and drop sounds to match spellings.

Sounds to Spellings Match 'em!

Students drag and drop spellings to match sounds.

Sort 'em!

Students sort words or sounds by spelling patterns.

Say em' and Listen!

Students practice and listen to **Weirdo Words** (nonsense words) with the focus sound-spellings.

Lesson 45: Sounds and Spellings g[e,i,y], _ge, _dge

Spellings to Sounds Match 'em!

e d g e f o g g y

Drag and Drop:

Sounds to Spellings Match 'em!

Type the Words from the Sounds You Hear.

Say 'em and Listen!

1. gensic 4. malengy
2. cadgent 5. tatege
3. ginget 6. gingy

Sort 'em!

Hard /g/[a,o] Soft /g/[e,i,y]

Drag and Drop:

gasp gesture soggy gossip

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Google Slide (or Print) Activities

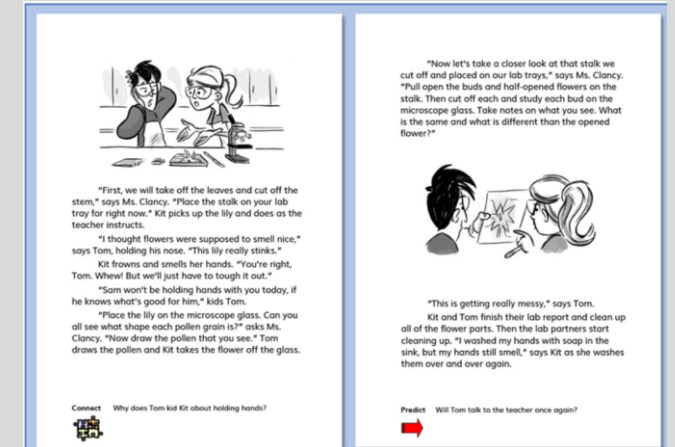
Activity #5 Sam and Friends Phonics Books

These 54 (1 for each lesson) decodable stories feature teenage characters, high-interest plots, and non-juvenile cartoons. The 8-page stories help students practice the focus sound-spellings and **Heart Words** in the lesson.

Each story includes 5 embedded comprehension questions and comment or question margin notes to promote self-guided monitoring of the text.

Additionally, each book provides word fluency practice. A 30-second timer helps students time and record their own fluency progress.


Formats include Google slides and PDFs for tablets, Chromebooks, phones, and booklets.



Google Slide (or Print) Activities

Activity #5 Sam and Friends Phonics Books

Sam and Friends



Mark Pennington
Illustrated by David Rickert 46

In the Oak Hills High School small theater, Deb's debate is just beginning. Deb's parents, Kit, and Sam are there to support Deb and the Oak Hills debate team.


Though Sam does not yet know it, he has just made a dramatic blunder. His new girlfriend, Kit, is an amazing athlete. What Sam doesn't know is that Kit has just made the boys varsity basketball team at Oak Hills.

After reading the debate topic of "Gender Equity in High School Sports," Sam utters to Kit that boys sports are more important than girls sports and should receive most of a school's funding.

Kit is shocked, but has no time to respond to Sam, because the head judge has just welcomed the audience and reminded everyone to silence their cell phones and end any conversations.

Oak Hills High School has two girls who start on their debate team. Deb has been selected to give the closing arguments for her debate coach. The opposing debate team from Riverside High School has two boys as starters. One of the boys looks like he doesn't want to be there at all. His name tag reads "Jughead Submarine Outwater." The Riverside team is from City Center and won the debate with Oak Hills last year.

Comment Why would Kit be shocked at Sam's opinion?



As home team, the Oak Hills debaters will argue that girls sports should have as much funding as boys sports in high schools. The visiting team will argue against that view.

Sam shakes his head and utters to Kit, "Too bad for Deb. Oak Hills is going to lose this one big time. I hope she doesn't panic." Kit just stares at the stage and does not respond to Sam.

The debate lasts for one hour. The Riverside team was soundly beaten on all debate points.

Deb was fantastic. The judges declare Oak Hills to be the winner. Sam, Kit, and Deb's parents all hug Deb. They invite Sam and Kit to go out to dinner with them, both agree.

"I can always eat," says Sam.

Kit glares at Sam, but says nothing to him. She starts chatting with Deb and her parents about how well Deb did in the debate.

Answer Why does Kit glare at Sam and say nothing to her?

When they get into the car, the teenagers all sit back. Kit chats with Deb but does not look at or talk to Sam. Sam sits quietly during the ride.

Deb's parents pull up in front of The Clothes Shed.

"Dad, the store is closed. Why did you drive here?"


"We aren't here to shop; we are here to eat," says her dad.

"This Chinese place next door has gotten some nice five-star reviews," says Deb's mom. "We thought we should check it out after your victory."

"We know Deb's team would win. It was a cinch," says Deb's dad. "I've been waiting all day for this feast!"

Rethink Why would Sam be very quiet after the debate?

The food is classic Chinese. The girls talk non-stop throughout dinner. Deb's parents mostly listen. Sam munches egg rolls and coxsw chicken, but seems to be in deep thought.



After dinner, Deb's dad interrupts the girls and says, "Sam, you've been awfully quiet tonight. What did you think of the debate?" Deb looks at Sam, but Kit looks down at her lap with a frown.

"Well, to be honest, when I read the debate topic and saw that our team had the pro argument in favor of gender equity, I felt bad for Deb. I thought that it was obvious that boys sports at the high school level were much more important than girls sports, and so boys teams should get much more funding than girls teams. But, boy... I mean girl... was I wrong."

Rehear How will Kit react to Sam's announcement?

Kit leans forward. "Wow," she says. "Tonight's debate made you think differently, Sam?"

"Actually, Deb made me think differently," says Sam.

"It's a smart student, who is willing to see things in different ways when they hear new evidence," says Deb's father.

"Well, now I can share my news," says Kit. "I just made the Oak Hills Boys Varsity Basketball Team."

"Shouldn't that be changed to the Oak Hills Varsity Basketball Team?" asks Sam.

"Some day that might happen," says Deb.

"It will be fun watching you play against all of those boys," says Sam. "Has bad that the Oakridge Lakes Varsity Basketball Team will have to play without you, though."

"You know, I was so focused on making the boys team that I never really thought about that," says Kit.

The tea and fortune cookies are served.

Kit opens up her fortune cookie and reads it out loud. "Follow your heart and you will make a wise decision."


"Sounds like good advice," says Deb.

"Thanks so much for inviting us to party after our debate victory," says Sam.

Deb's mother pays the bill and the group walks out to the car. As they are walking, Kit grabs Sam's hand. Deb smiles at Kit and gives her two thumbs up.

"Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Lakes Varsity Basketball Team, not the boys team."

"Well, the boy's coach will miss you, but the girl's coach will love what you have decided," says Sam.



Summarize Be tell this story in your own words.

Sounds and Spellings

Soft /t/ ch/y/ Hard /t/ _c above floor

Word Fluency

build	though	center	cinch	pink
cyclone	comic	floor	four	fruit
above	cedar	door	cigar	floor
cyet	thought	above	enough	gender
cell	frantic	ginger	gated	floor
very	decimeter	truth	any	above
cylinder	lose	build	older	edge
gay	muscle	comment	taken	four
classic	legacy	license	cent	bulge

30 Second Timings (F of Words Correct)

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Sound effects obtained from <https://www.pexels.com>

Google Slide (or Print) Activities

Review Activities Personal Sound Walls and Sound Boxes for Each Lesson

Consonant Sound Wall Fricatives

v=voiced

/s/ as in seagull s [c,e,i,y]	/z/ V as in zebra z _s	/th/ V voiced as in python th_	/th/ unvoiced as in sloth th	/sh/ as in sheep sh _ci_ _si_ _ti_	/zh/ as in television _ge _s_	/f/ as in ferret f ph	/v/ as in vulture v	/h/ as in horse h
s	z	t h	t h	s h	s	f	v	h
s	z	t h	t h	s h	s i	f	v	h
s	z	t h	t h	s h	g e	f	v	h
s	s	t h	t h	s h	g e	p h	v	h

Lesson 37: Sound Box Answers

WORD/ SOUNDS	1	2	3	4	5	6	7	8	9	#	♥
baker	b	a	k	er						4	
cracker	c	r	a	ck	er					5	
order	or	d	er							3	
sister	s	i	s	t	er					5	
bother	b	o	th	er						4	
grower	g	r	ow	er						4	
front	f	r	o	n	t					5	o
door	d	oor								2	oor

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Syllables Practice

Whole Class Instruction and Syllable Worksheets

Consonant-"le" Division Worksheet #17

Consonant-"le" Syllable Rule: A suffix syllable ending with a consonant-"le" has a short schwa sound (a nasal short ŭ) between the consonant and the "le" ending. The e is silent.
Examples: can/dle, pim/ple

Directions: Divide the words into syllables, according to the rule, with / marks and write the accent mark (') above the primary vowel accent.

- | | | |
|--------------|--------------|----------------|
| 1. handle | 2. hassled | 3. trickled |
| 4. muscle | 5. humble | 6. cattleman |
| 7. single | 8. purple | 9. rifle |
| 10. paddling | 11. measles | 12. ticklish |
| 13. circling | 14. bottle | 15. settlement |
| 16. toggle | 17. sample | 18. stifle |
| 19. cradle | 20. trifling | 21. unbuckled |
| 22. uncle | 23. fabled | 24. gentlemen |
| 25. encircle | 26. triangle | 27. reshuffle |

Consonant-"le" Division Worksheet #18

Consonant-"le" Syllable Rule: A suffix syllable ending with a consonant-"le" has a short schwa sound (a nasal short ŭ) between the consonant and the "le" ending. The e is silent.
Examples: can/dle, pim/ple

Word Jumbles Directions: Unjumble these words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

1. upprel _____
2. cuselm _____
3. heldna _____
4. dldinpag _____
5. etlsetemnt _____

Nonsense Words Directions: Carefully divide these nonsense words into syllables with / marks, according to the syllable rule.

6. m u s g l e
7. l a t t l e m a n
8. p u n b l e m a n t
9. a w f l e t i n e
10. y a s s l e l y

Book Search Directions: Find four words with different consonant-"le" syllables.

Book Titles: _____

_____ p. _____ p. _____

_____ p. _____ p. _____

Spelling Patterns Worksheets (Assigned from Diagnostic Assessment)

Sound-Spelling Patterns Scope and Sequence

Plurals	<i>/ion/</i>
73. Add <i>s</i> after Vowel-o and <i>y</i>	92. <i>/ion/</i> "sion"
74. Add "es" after <i>/ol/, /chl/, /sh/, /s/, and /z/</i>	93. <i>/ion/</i> "cian"
75. Change <i>y</i> to <i>i</i> and add "es"	94. <i>/ion/</i> "tion"
76. Change "fir" to "vice"	
77. Irregular Plurals	Long o Sound Vowels
Silent Letters	95. Short Vowel-Consonant-le
	96. Other Vowels-Consonant-le
78. "mb"	
79. "gn"	Schwa
Final e	97. Short Schwa
80. Drop Final <i>e</i> before Suffix	98. Long Schwa
81. Keep Final <i>e</i>	"able"/"ible"
<i>/ch/</i>	99. "able"
82. <i>/ch/</i> "tch"	100. "ible"
83. <i>/ch/</i> "ch"	"ance"/"ence"
Consonant Digraph Sounds	101. "ance"
84. <i>/k/</i> "c" and "ck"	102. "ence"
85. <i>/k/</i> "k"	
Final y	
86. Drop Final <i>y</i> before Suffix	
87. Keep Final <i>y</i> before Suffix	
<i>l, f, s, z</i>	
88. Double <i>l, f, s, z</i>	
89. Drop <i>l</i> with "all," "till," and "full"	
Greek Spellings	
90. "rh"	
91. "ch"	

Sound-Spelling Patterns Scope and Sequence

Short Vowel Sounds	Long i Sound Vowels	aw Sound Vowels
1. u	31. i	52. aw
2. o	32. igh	53. au
3. i	33. _y	54. al
4. e	34. _ie	55. all
5. a		
6. ea	Long o Sound Vowels	r-controlled Vowels
Silent Final e	35. o	56. ur
	36. _oe	57. er
7. Long <i>i</i> Sound <i>i e</i>	37. oa	58. ir
8. a e	38. ow	59. ar
9. u_e		60. or
10. o_e	Long u Sound Vowels	Hard/Soft c and g Sounds
11. u_e	39. u	61. Hard c
12. _se	40. ew	62. Soft c
13. le	41. _ue	63. Hard g
14. _ve	oo Sound as in rooster	64. Soft g
15. Long <i>e i e</i>	42. oo	
Consonant Digraph Sounds	43. _ue	Soft y
16. sh	44. u	65. Long <i>/i/</i>
17. ch and _tch	45. _ew	66. Long <i>/e/</i>
18. th	oo Sound as in woodpecker	Consonant Doubling
19. wh	46. oo	67. Doubled
20. ph	47. _u_	68. Not Doubled
Long a Sound Vowels	ow Sound as in cow	<i>/j/</i>
21. a	48. ow	69. "dge"
22. _ay	49. ou	70. "ge"
23. ai_		"ie"/"ei"
24. ei	oi Sound	71. "ie"
Long e Sound Vowels	50. oi_	72. "ei"
25. e	51. _oy	
26. _ee		
27. [c]ei		
28. y		
29. ea		
30. i-Vowel		

Spelling Pattern Worksheet #97

Short Schwa

FOCUS The schwa is the most common vowel sound in the English language. The schwa is usually found in unaccented syllables and can have a short /uh/ sound (i/ĕm). Each of the common vowels (a, e, i, o, and u) can make the "schwa" sound.

SORT Write each word in the correct column.

opening	backward	particular	gallon	servant	books
loft	melting	pinched	earthly	pencil	item

Short Schwa Spellings

Other Vowel Spellings

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

SEARCH In a book find four words with short schwa spellings that are not on this worksheet. After each new word, write the page number where you found the word.

_____	p- _____	_____	p- _____
_____	p- _____	_____	p- _____

JUMBLE Write the word with the short schwa spelling found in each jumbled word.

velrat	_____	nepir	_____
almina	_____	suaronid*	_____

*Bonus

WRITE Compose a sentence using two of your own short schwa "ea" spelling words.

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Language Comprehension Focus

Last 18 Weeks, 55 Minutes per Day

Mid-Year Assessments

- ✓ Pets Fluency Assessment
- ✓ Academic Language Assessment
- ✓ Greek and Latin Word Parts Assessment
- ✓ Grammar Usage, and Mechanics Assessment
- ✓ **Heart** Words Assessment
- ✓ Rimes Assessment

Plus, repeat of Phonemic Awareness, Vowel Sounds Phonics, and Consonant Sounds Phonics Placement Assessments to determine whether additional remediation in small group workshops is required.



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Language Comprehension Focus

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Lessons

- ✓ Background Knowledge
 - Background Knowledge: Mentor Text and Response
- ✓ Vocabulary Knowledge
 - Academic Language Words*
- ✓ Language Structures
 - Syntax in Reading*
 - Greek and Latin Word Parts*
 - Pragmatics, Executive Functions, and Rhetorical Stance



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Language Comprehension Focus

Last 18 Weeks, 55 Minutes per Day

Lessons

- ✓ Verbal Reasoning
 - Figures of Speech, Connotations, Multiple Meaning Words, Context Clues
 - Expository Reading Fluency*
 - Reading Comprehension Strategies and Comprehension Worksheets
- ✓ Literacy Knowledge
 - Text Structure, Organizational Patterns, and Literary Features



Language Comprehension

The last 18 weeks of the *Teaching Reading Intervention* program provides extensive resources to improve the language comprehension of older students in reading intervention classes. If the purpose of becoming a skilled reader is to comprehend text well (it is), teachers must move beyond instruction in word recognition (the focus of the program's first 18 weeks) to weave in the other strands of language comprehension. This rationale, with different degrees of emphasis, has long been accepted by all camps in the never-ending reading wars:

“...The dominant factor driving reading comprehension transforms to become language comprehension (Foorman, Francis, Shaywitz, Shaywitz, & Fletcher, 1997). The reason for this boils down to one word—knowledge. Once students can read the words, they extract meaning from texts using their overall knowledge and experiences (background knowledge), their knowledge of words (vocabulary), and their knowledge of how words go together to create meaning (language comprehension).”

The *Teaching Reading Intervention* program provides the following twice-per-week lessons to teach language comprehension during the last 18 weeks of the program, while students continue to practice and develop increasingly automatic word recognition:

- ✓ Background Knowledge
 - Background Knowledge: Mentor Text and Response
- ✓ Vocabulary Knowledge
 - Academic Language Words*
- ✓ Language Structures
 - Syntax in Reading*
 - Greek and Latin Word Parts*
 - Pragmatics, Executive Functions, and Rhetorical Stance
- ✓ Verbal Reasoning
 - Figures of Speech, Connotations, Multiple Meaning Words, Context Clues
 - Expository Reading Fluency*
 - Reading Comprehension Strategies and Comprehension Worksheets
- ✓ Literacy Knowledge
 - Text Structure, Organizational Patterns, and Literary Features

*These instructional resources include mid-year diagnostic assessments to afford teachers the options of differentiated instruction and/or whole class instruction. Note that the phonemic awareness and phonics placement assessments should also be given mid-year to determine if remediation is required in small group workshops. This *second chance* instruction will also address the needs of new transfer students who were not exposed to the explicit word recognition instruction of the first 18 weeks. Additional **Heart** Words and Rimes Assessments with corresponding instructional resources are provided for students assigned to word recognition workshops.

Background Knowledge: Mentor Text and Response

“Once kids are fluent decoders, a key determinant of comprehension, perhaps THE key determinant of comprehension, is what kids know about the topic of the texts that they are about to read.”

Daniel Willingham, 2018

“Prior knowledge refers to the knowledge readers have in their heads prior to reading a text. There is a substantial and extensive body of research going back to Bartlett’s 1932 study that reveals that readers use their knowledge to understand text. Case closed on that (and that is not an opinion).”

Tim Shanahan, 2022

Context and Rationale

Background knowledge is essential to language comprehension. However, in what context should students learn this content and how should reading intervention teachers teach it?

Clearly, the *content* areas of social studies, science, and the arts should play essential roles in developing background knowledge in the school setting. However, with respect to reading intervention, instructional time is reductive. Spending time on teaching background knowledge, takes away time from other reading instruction. Teaching *what students should all know* to better understand what they read is simply not an efficient use of time. What reading intervention teachers can do is to teach students *how to use and apply* both background knowledge and students’ prior knowledge to make language more comprehensible.

Teaching Procedures

Background Knowledge: Mentor Text and Response is a whole class instructional activity, designed for twice-per-week instruction. For each activity, read the short literary quotation, which serves as a mentor text, and the Definition/Explanation/Reflection to provide necessary background knowledge. The teacher uses any or all of the Observation, Interpretation, and Application question prompts to provoke class discussion and practice applying both background and prior knowledge to analyze the text.

After discussion, students write a mentor text response to express their own views on the topic. Ask students to share their written responses in pair shares. Call on volunteers to share responses with the class.

With these activities, students will learn how to make language more comprehensible by using knowledge in both reading and writing. They will also practice mimicking sophisticated texts in their written responses. Finally, the activities provide common background knowledge to access for future learning and instruction.

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).

Background Knowledge: Mentor Text and Response #5

Literary Quotation

“Do something every day that you don't want to do; this is the golden rule for acquiring the habit of doing your duty without pain.”

Mark Twain (1835 – 1910)

Definition/Explanation/Reflection

The Golden Rule is “Do to others how you would like them to do to you.”

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).

Background Knowledge: Mentor Text and Response #12

Literary Quotation

“Well, all I know is what I read in the papers.”

Will Rogers (1879 – 1935)

Definition/Explanation/Reflection

Our knowledge is limited by our experiences.

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).

Background Knowledge: Mentor Text and Response #18

Literary Quotation

“Before you embark on a journey of revenge, dig two graves.”

Confucius (551 B.C. – 479 B.C.)

Definition/Explanation/Reflection

Mahatma Gandhi once said, “An eye for an eye makes the whole world blind.”

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).

Background Knowledge: Mentor Text and Response #27

Literary Quotation

“There is always a well-known solution to every human problem—neat, plausible, and wrong.”

H. L. Mencken (1880 – 1956)

Definition/Explanation/Reflection

Plausible means believable. The obvious answers are not always the best answers.

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).

Academic Language Words

Children with better vocabulary knowledge have higher reading comprehension scores concurrently and longitudinally.

Cain, 2016

The authors of the Common Core State Standards (CCSS) in English Language Arts refers to vocabulary development among a variety of instructional strands across the grade levels. However, the specific vocabulary standards are detailed in the Anchor Standards for Language CCSS L.4, 5, 6:

- Multiple Meaning Words (L.4.a.)
- Greek and Latin Word Parts (L.4.a.)
- Language Resources (L.4.c.d.)
- Figures of Speech (L.5.a.)
- Word Relationships and Context Clues (L.5.b.)
- Connotations (L.5.c.)
- Academic Language Words (L.6.0)

In terms of Scarborough’s Rope, these vocabulary standards are dispersed among language structure, verbal reasoning, and vocabulary within the language comprehension strand. However, Duke and Cartwright present a convincing case that vocabulary is also related to word recognition (2021).

Tiered Vocabulary Instruction

With respect to Academic Language Words, Beck, McKeown, and Kucan (2008) outlined a useful model to conceptualize and categorize these words in CCSS Appendix A (32). They describe three levels, or tiers, of words in terms of the words’ commonality (more to less frequently occurring) and applicability (broader to narrower).

- Tier 1 words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them.
- Tier 2 words are the academic language words which appear far more often in written texts than in speech. These words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier 2 words are found across many types of texts, they are highly generalizable.
- Tier 3 words are domain-specific words. Because of their specificity and close ties to content knowledge, Tier 3 words are far more common in informational texts than in literature.

Fortunately, a research-based Academic Words List has identified the most commonly used Tier 2 words by frequency of use in the *Academic Corpus*.

The Academic Word List

Research

Dr. Averil Coxhead, senior lecturer at the Victoria University of Wellington School of Linguistics and Applied Language Studies developed and evaluated *The Academic Word List* (AWL) for her MA thesis. [The Academic Word List](#) has been ordered into lists by frequency of use. The list has 570 word families which were selected according to certain criteria:

- The word families must occur in over half of the 28 academic subject areas. “Just over 94% of the words in the AWL occur in 20 or more subject areas. This principle ensures that the words in the AWL are useful for all learners, no matter what their area of study or what combination of subjects they take at tertiary level.”
- “The AWL families had to occur over 100 times in the 3,500,000 word Academic Corpus in order to be considered for inclusion in the list. This principle ensures that the words will be met a reasonable number of times in academic texts.” The academic corpus refers to a computer-generated list of most-frequently occurring academic words.
- “The AWL families had to occur a minimum of 10 times in each faculty of the Academic Corpus to be considered for inclusion in the list. This principle ensures that the vocabulary is useful for all learners.”

Words Excluded from the Academic Word List

- “Words occurring in the first 2,000 words of English.” Tier 1 words.
- “Narrow range words. Words which occurred in fewer than 4 faculty sections of the Academic Corpus or which occurred in fewer than 15 of the 28 subject areas of the Academic Corpus were excluded because they had narrow range. Technical or specialist words often have narrow range and were excluded on this basis.” Tier 3 words.
- “Proper nouns. The names of places, people, countries, for example, *New Zealand*, *Jim Bolger* and *Wellington* were excluded from the list.”
- “Latin forms. Some of the most common Latin forms in the Academic Corpus were *et al*, *etc*, *ie*, and *ibid*.” <http://www.victoria.ac.nz/lals/resources/academicwordlist/information>
- Mark Pennington omitted archaic words and most colloquialisms.

The Diagnostic Academic Language Assessment

How many of the Tier 2 words, identified in the Academic Words List, should we teach to students in reading intervention classes, and where should we begin?

The [Diagnostic Academic Language Assessment](#) includes the 280 highest frequency words from The Academic Word List. The test has been designed in self-correcting Google forms to help teachers determine *which Tier 2 words students know* and *do not know* to facilitate differentiated instruction.

Format

The Diagnostic Academic Language Assessment has 35 eight-word matching sections. Generally speaking, since the words are in high frequency order, they start *easy* and end *harder*. Perhaps a better way to think of the order would be in terms of grade level expository texts, such as science and social studies textbooks or online articles written to appropriate Lexile® levels.

Administration

Because in any class the ranges of vocabulary acquisition will vary, it certainly makes sense to assign at least one section below through one section above the above grade level ranges. For example, for a sixth grade class testing at 50th reading percentiles, the teacher might assign Section 8 through Section 28. That would test 168 of the 280 words. For a reading intervention class or English-language learners, consider assigning lower sections.

Teaching Procedures

The Academic Language lessons follow the frequency order of the Diagnostic Language Assessment. Individual students begin practice at the test section which evidences a discernible pattern of unknown words. No exact science here. Teacher judgment is fine. Students need not all start at the same section. In fact, starting at different sections prevents unwanted *collaboration*.

The well-regarded Frayer Model (Frayer, 1969) is used for the Academic Language lessons. A four-section chart requires students to read the word definition, provide a synonym and antonym, and include an example, characteristics, or picture to best represent the word.

The activity pairs two words and charts for each lesson. After two lessons, students complete a **Quick Write**, using the four focus words in a few sentences with surrounding context clues to show their meanings and proper use.

Academic Language #1

Directions: Describe the vocabulary words in each box.

Vocabulary Word: analyze (v) Definition: To break into parts and examine each part.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: approach (v) Definition: To get close to something.	Similar to...
Different than...	Example, Characteristics, or Picture:

Academic Language #2

Directions: Describe the vocabulary words in each box.

Vocabulary Word: assess (v) Definition: To determine the value of something.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: assume (v) Definition: To conclude without proof.	Similar to...
Different than...	Example, Characteristics, or Picture:

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

Academic Language #69

Directions: Describe the vocabulary words in each box.

Vocabulary Word: exclude (v) Definition: To reject or leave something out.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: framework (n) Definition: A structure used to support or hold something together.	Similar to...
Different than...	Example, Characteristics, or Picture:

Academic Language #70

Directions: Describe the vocabulary words in each box.

Vocabulary Word: fund (n) Definition: A supply of money set aside for a particular purpose.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: illustrate (v) Definition: To explain or make something clear by using examples.	Similar to...
Different than...	Example, Characteristics, or Picture:

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

--

Academic Language #119

Directions: Describe the vocabulary words in each box.

Vocabulary Word: discrete (adj) Definition: Separate or different parts of something.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: draft (v) Definition: To write or draw a plan, document, or picture.	Similar to...
Different than...	Example, Characteristics, or Picture:

Academic Language #120

Directions: Describe the vocabulary words in each box.

Vocabulary Word: entity (n) Definition: Something that exists on its own.	Similar to...
Different than...	Example, Characteristics, or Picture:

Vocabulary Word: equivalent (n) Definition: Something equal to or the same as something else.	Similar to...
Different than...	Example, Characteristics, or Picture:

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

--

Syntax in Reading

“The order and grouping of words within a language system allows us to understand relationships among the ideas, such as subject-verb-object relationships...”

Moats, 2020

Inadequate ability to process the syntax of language results in the inability to understand what is heard, as well as what is read. Beyond word knowledge, it is the single most powerful deterrent to listening and reading comprehension.

J.F. Greene, 2011

Grammar refers to a set of rules for a language, including how words and sentences are formed and standards for correct usage. Syntax is the arrangement of words and phrases to create well-formed sentences. One way to relate the two is to think of grammar being to syntax as what letters are to words (Eberhardt, *Perspectives*, 2013).

If knowledge of sentence syntax is a key factor in reading comprehension, it makes sense to teach it to older students in reading intervention classes. But how so? Explicitly in isolation or implicitly in the context of reading and writing?

Critics of the explicit approach to grammatical instruction argue that rote learning of syntactic terms and identification practice does not transfer to improving reading and writing ability.

Critics of the implicit approach argue that grammar must be both *caught* and *taught*. The late William Van Cleave summarizes the criticisms in his *Syntax for Writing and Reading* (2018):

- No overarching framework when taught only as problems arise.
- Not enough practice to internalize concepts
- No link made between writing and reading comprehension
- No development of common vocabulary/language to talk about sentence structure

TEACHING PROCEDURES

This program provides a middle ground between the explicit and implicit camps and includes:

- A common language of grammatical instruction that does not *dumb-down* essential grammatical terms necessary to deep understanding of syntax, but carefully builds and reinforces the domain-specific Tier 3 academic language to make instruction comprehensible and generalizable. The focus is on utility, not rote memorization.
- Lessons which follow an explicit framework of instruction and provide clear definitions, examples, and explanation of how the syntactical features function within the sentence.
- Guided and independent practice to help students identify the focus syntactical features in various text genre.
- Writing application to help students use varied syntactical forms in their writing.
- A diagnostic option to differentiate grammar, usage, and mechanics instruction. Teachers may choose to use the Syntax in Reading lessons for all students or only some.

Syntax in Reading #2: Proper Nouns

A **proper noun** is the name of a person, place, or thing. Unlike a common noun, a proper noun is capitalized. However, don't capitalize articles (*a*, *an*, or *the*) in the middle of names.

If the proper noun is singular, it matches a singular verb (usually ending in *s* or *es*). If the proper noun is plural, it matches a plural verb (does not end in *s* or *es*).

Proper Noun Types	Descriptions	Matching Verbs
Person		
Josh	single name of a person	runs
the Smiths	plural name of people	visit
Dr. Susan Smothers	abbreviated title before full name	practices
Tom Jr.	abbreviated title after name	works
“Babe” Ruth	nickname with quotation marks	plays
Peter the Great	title of person with article	conquers
Place		
New York City	name of a place	provides
The Rockies	plural name of places	are
Thing		
<i>Moby Dick</i>	italicized (underlined) things, such as books, plays, and works of art	did receive
“The Final Act”	things with quotation marks, such as poems, articles, and book chapters	inspires
Smith-Lee Award	hyphenated thing	gives
The Pan Museums	plural name of things	

SENTENCE FUNCTION

The proper noun identifies and names specific people, places, and things. When a proper noun serves as the “doer” of the main action in a sentence, the proper noun is called the *subject* and its action is called the *predicate*.

A proper noun is more specific than a common noun, so readers should pay special attention to this name when an author uses it to identify and name a person, place, or thing. Like a common noun, which serve as the “doer” of the main action in a sentence, the proper noun subject usually appears before its predicate, except in interrogative sentences (questions).

TEXT STRUCTURE PRACTICE

Directions: Read this brief biographical screenplay and identify the proper noun subjects (do-ers) with their matching predicates (actions) in the **SENTENCE KERNELS** which follow.



Storyboard ACT 2

John Francis Jr. leaves his home in Beatrice, Nebraska in November of 1941.

He boards a long-distance train from Chicago.

The *Southwestern Chief* takes him to downtown Los Angeles.

John's sister, Jane, picks him up at Grand Central Station.

The next day, she introduces him to the owner of Blix Hardware on 3rd St.

"Bubba" Smith-Blix hires John on the spot. Hollywood is John's new home.

In a few short weeks, World War II begins with the attack on Pearl Harbor,

Fort Ord, the army base in Monterrey, California, becomes John's new home.

Sgt. James trains him as a medic. After the war, the G.I. Bill pays for medical school.

After school, Walter Reed Hospital offers John a job, and he moves to Maryland.

SENTENCE KERNELS

Proper Noun Subject

Predicate

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Proper Noun Subject

Predicate

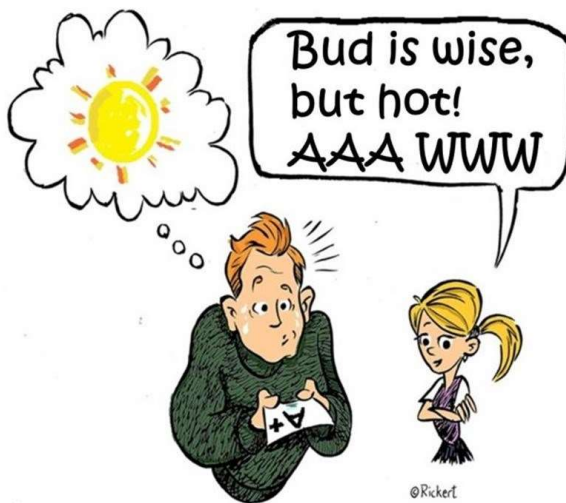
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Syntax in Reading #24: Adverbial Clauses

A dependent clause consists of a noun and a connected verb that does not express a complete thought. One type of dependent clause is an *adverbial clause*. An adverbial clause modifies (describes, changes, or limits) a verb, an adjective, or an adverb in a connected independent clause. The adverbial clause answers these questions: What degree? How? Where? or When?

The adverbial clause can begin a sentence, come in the middle of a sentence, or end a sentence and always begins with a *subordinate conjunction*. In this memory trick, each of these letters stands for a common subordinate conjunction: **Bud is wise, but hot! AAA WWW**

Subordinate Conjunctions



Subordinate Conjunctions

Before, **u**nless, **d**espite (in spite of),
in order that, **s**o,
while, **i**f, **s**ince, **e**ven though (if)
because, **u**ntil, **t**hat,
how, **o**nce, **t**han,
After, **A**lthough (though), **A**s (As if, As long as, As though),
Whether, **W**hen (Whenever), **W**here (Wherever)

Examples

While I play a video game,
I like to snack.

The beginning adverbial clause is “While I play a video game” and is followed by a comma.

She remembered, after she came home, that she had left her phone at the office.

The middle adverbial clause is “after she came home” and is set apart by commas before and after the adverbial clause.

You need to practice until you have mastered the piano scale.

The ending adverbial clause is “until you have mastered the piano scale” and has no comma.

SENTENCE FUNCTION

A *complex sentence* has an independent clause and at least one dependent clause. An independent clause includes a subject and a predicate that expresses a complete thought. A dependent clause includes a subject and a verb that does not express a complete thought. Because it is a dependent clause, the adverbial clause *depends upon and is not as important as* the connecting independent clause.

Complex sentences help the reader connect related thoughts and can give the reader better understanding of complicated ideas. They can also make reduce the use of choppy sentences and make a paragraph more readable. The way that an author structures a complex sentence can emphasize one thought in a sentence more than others.

As you read, pay attention to placement of adverbial clauses within complex sentences. Many times readers get confused about the meaning of a complex sentence, because the adverbial clause may seem to contradict the thought of the independent clause.

Example: Despite the fact that she could be mean (the adverbial clause), she was more than often quite nice (the independent clause).

Explanation: Some readers might focus on “she could be mean,” because it is at the start of the sentence, rather than the most important thought that “she was more than often quite nice.”

Example: You won’t get ice cream if you don’t do as I say.

Explanation: The author emphasizes no ice cream by placing the independent clause at the beginning. If the author wishes to emphasize obedience, the adverbial clause could be placed at the beginning of the sentence: If you don’t do as I say, you won’t get ice cream.

TEXT STRUCTURE PRACTICE

Directions: Highlight the adverbial clauses in the following advertisement:

NOT TALL ENOUGH? 😞 😞

If you struggle to reach the top shelves, you need to add a few inches. The best solution, unless you undergo complicated surgery, is our new and improved product. Elevator Shoes can make you taller even though you have been short all your life. Before you reach for that stepstool, reach out and buy Elevator Shoes!

Get Elevator Shoes now, wherever fine footwear is sold. You won’t be vertically-challenged anymore when you slip on our miracle shoes. Although we can’t promise that you will be able to dunk a basketball, you will have to buy longer pants. Act now, before you close this ad, and get two pairs for the price of one!

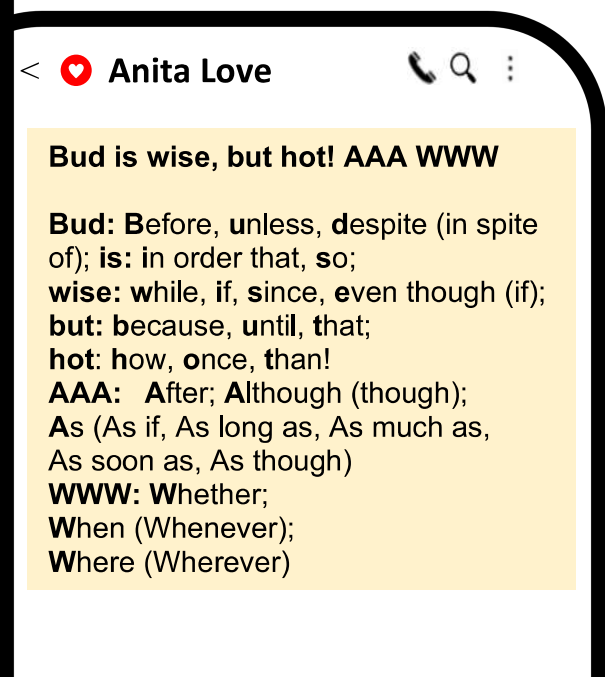
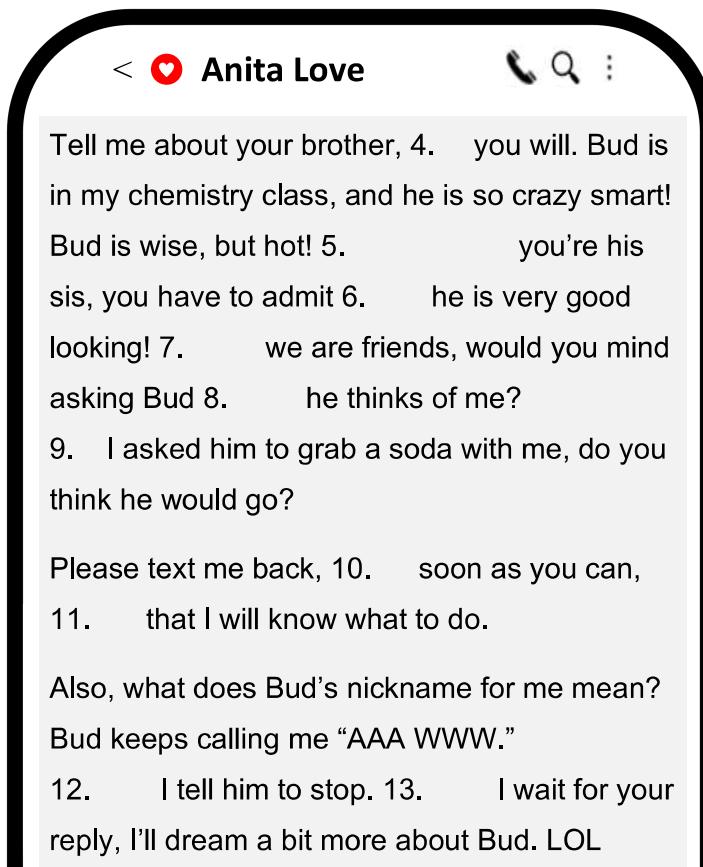


BUY ELEVATOR SHOES!

TEXT STRUCTURE PRACTICE

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

1. _____ the fact that Kit was Bud’s sister, she never really understood smart her brother was. Bud never showed Kit his grades in school,
2. _____ she always bragged to him about hers.
Kit received a text from one of her friends
3. _____ she was walking home. It said,



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

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

Teachers know that teaching the most common Greek and Latin prefixes, roots, and suffixes makes sense to help students build academic language. After all, about 50% of the words in any unabridged dictionary include at least one Greek or Latin affix or root.

Selection Criteria

1. Frequency

I selected and ordered the 140 Greek and Latin word parts from high frequency research on prefixes (White, Sowell, and Yanagihara, 1989), suffixes (Cooper, 2000), and roots (Nagy and Stahl 2006). Next, I examined the recent Academic Word List (Coxhead 2000) to verify that the Greek and Latin word parts I chose appeared in Tier 2 words (cross-curricular academic language) and not in domain-specific Tier 3 words (ones which each academic discipline has, yet is relatively exclusive to that discipline). Those word parts exclusive to Tier 3 words I removed from my selection.

2. Grade Level Utility

Frequency is important, but grade-level utility is an essential criterion as well. For example, the prefix *em* (meaning *in*) as used in *emphatic* is ranked #5 in the high frequency Greek and Latin prefixes; however, the prefix *pre* (meaning *before*) as used in *preview* is down the list at #13. No fourth grade teacher I know would argue that students should learn *em* before *pre*. You see the research studies don't measure high frequency at reading grade levels. So, which words to teach can't solely be based upon frequency. I consulted grade-level teachers to match frequency and grade level utility and so ordered the 140 Greek and Latin word parts.

3. Conjugations

I also removed the conjugations of the Greek and Latin roots and their English inflections from my selection. Because the root holds the key meaning of a word, other grammatical forms of that root are less important to memorize. For example, if you were learning English, you would certainly need to learn the root, *view*, at some point. However, you would not have to memorize *viewed*, *has viewed*, *had viewed*, *viewing*, *was viewing*, *will view*, *etc.* Applying this criterion reduced the number of essential word parts to a manageable level.

4. Meaning and Associations

I also ordered the word parts which link to other word parts by **meaning**. For example, *em* and *en* both mean *in* and are classified as assimilated prefixes, because the spelling of the last letter changes to accommodate the pronunciation of the connected root.

Additionally, I paired word parts with memorable **associations**. For example, *pre* + *dict*. The prefix *pre* (meaning *before*) commonly associates with the root *dict* (meaning *to say*) in *predict*, which literally means *to say before*.

Teaching Procedures

Introduce the two **Greek and Latin Word Parts** and read their definitions out loud. Remind students how prefixes, roots, and suffixes function in words. Next, read and explain the first sentence of the directions. Ask students to brainstorm which words they know that include each of the word parts. Write their example words on the board and then direct students to write two choices in the blanks under the “Example Words” column. Remind students that they can consult a dictionary to find example words for the prefixes and roots, but not suffixes because of the alphabetical order of dictionaries. Show students using computers how using the search terms “words ending with ___” will help them find words including the suffixes.

Language Resources: Dictionary and Thesaurus

Locate the Greek and Latin vocabulary word listed under the **Language Resources: Dictionary and Thesaurus** section on the Vocabulary Worksheet in an online dictionary and thesaurus and display each entry for your students.

Read and explain the first set of directions: “Consult a dictionary to divide the vocabulary word into syl/la/bles, mark its primary accent, list its part of speech, and write its primary definition. Compare to your definition above.”

- Show students how the dictionary divides the vocabulary word into syllables and direct student to use slashes (/) for these syllable divisions of the Greek and Latin vocabulary words. Point out that the Greek and Latin vocabulary words don’t always follow English syllabication rules.
- Show students how the dictionary marks the primary accent and tell them to place the (´) accent mark over the stressed vowel or last vowel in a vowel team for the Greek and Latin vocabulary words. For example, a/boút. Remind students to mark slashes (/) between, *not through*, the letters.
- Show students how the dictionary labels the abbreviated part of speech and instruct students to label the parts of speech for the Greek and Latin vocabulary words in the parentheses which follow. Write these dictionary abbreviations for the parts of speech on the board: n., pron., adj., v., adv., conj., prep.
- Show students how the dictionary lists the primary (first) and secondary definitions (thereafter). Tell your students to write the primary definition for the Greek and Latin vocabulary words in the spaces provided on their Vocabulary Worksheets.
- Compare the primary dictionary definition of the Greek and Latin vocabulary word to the students’ definition guesses derived from the Greek and Latin word parts. Point out that the Greek and Latin word parts can provide important clues to the meanings of academic words. However, because words change meanings over time, the word parts aren’t always helpful clues to the meaning of a word.

Now explain that the second set of directions requires students to list other words which have a certain relationship to the Greek and Latin vocabulary words. Students list synonyms, antonyms, or inflected forms of the vocabulary words in the spaces provided.

- **Synonym** _____
Show students the list of synonyms in the dictionary and thesaurus. Explain that a synonym is a word or phrase similar in meaning to that of the vocabulary word.
- **Antonym** _____
Show students the list of antonyms in the dictionary and thesaurus. Explain that an antonym is a word or phrase different in meaning to that of the vocabulary word. Encourage students *not* to use negations to form antonyms on their Vocabulary Worksheets.
- **Inflected Form** _____
Show students the list of inflected forms in the dictionary. An inflected form is a related word with a different root or suffix. An inflected form is listed in boldface after the entry word or as separate entry word before or after the vocabulary word.

Quick Writes

After completing two lessons, student use both vocabulary words in a few sentences. Teach students to use the S.A.L.E. (Synonym, Antonym, Logic, Example) context clues to *show* the meanings of the vocabulary words.

- **Synonym**
Sometimes an unknown word is defined by the use of a word that is similar in meaning. *Synonyms may appear in apposition, in which case commas, dashes, or parentheses are used.*
Example: The **wardrobe**, or closet, was filled with clothes.
- **Antonym**
Sometimes an unknown word is defined by the use of word that is different or opposite in meaning. *Antonym clues will often use Transition Words e.g. however, not, but, in contrast, etc.*
Example: He signaled a **looey**, not a right turn.
- **Logic**
Sometimes an unknown word is explained by the use of other words. *Your own knowledge about the content and text structure may provide clues to meaning.*
Example: He petted the **canine**, and then made her sit up and beg for a bone.
- **Example**
Sometimes an unknown word is defined by example words or is used as part of list of similar examples. *Example clues will often use Transition Words e.g. for example.*
Example: Adventurous, **rowdy**, and crazy pioneers all found their way out West.

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes #1

Directions: For each prefix, root, or suffix, write an example word which includes the word part.

Prefix	Root	Suffix	Meaning	Example Word
un			not	_____
		able	to be able to	_____

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

un able () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes #2

Directions: For each prefix, root, or suffix, write an example word which includes the word part.

Prefix	Root	Suffix	Meaning	Example Words
re			again	_____
	sent		feeling	_____

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

re sent () _____

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

Synonym _____ Synonym _____

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

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes #79

Directions: For each prefix, root, or suffix, write an example word which includes the word part.

Prefix	Root	Suffix	Meaning	Example Words
se			separate	_____
	lect		read or choose	_____

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

select () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes #80

Directions: For each prefix, root, or suffix, write an example word which includes the word part.

Prefix	Root	Suffix	Meaning	Example Words
	ambul		walk or move	_____
		ance	state or condition	_____

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

ambulance () _____

Directions: Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form _____ Inflected Form _____

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

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes #109

Directions: For each prefix, root, or suffix, write an example word which includes the word part.

Prefix	Root	Suffix	Meaning	Example Words
tri			three	_____
	cycle		circle	_____

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

tricycle () _____

Directions: Consult a dictionary to write two inflected forms of the vocabulary word.

Inflected Form _____ Inflected Form _____

Greek and Latin Word Parts: Prefixes, Roots, & Suffixes #110

Directions: For each prefix, root, or suffix, write an example word which includes the word part.

Prefix	Root	Suffix	Meaning	Example Words
mono			one	_____
	gam(y)		marriage	_____

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

monogamy () _____

Directions: Consult a thesaurus to write the best synonym and antonym for the vocabulary word.

Synonym _____ Antonym _____

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

Pragmatics, Executive Functions, and Rhetorical Stance

To understand and apply the structures of language in reading, writing, listening, and speaking, students need to learn how to decipher *what* is being communicated and *how* it is being communicated. The **Pragmatics, Executive Functions, and Rhetorical Stance** activities help students learn and practice *how* language is used.

Definitions, Examples, and Instructional Implications

Pragmatics involves the social signals, tone, word choice, body language, and cultural assumptions and traditions tools to understand the context of what is communicated. Without pragmatics, the full meaning of what is communicated can't be understood.

Examples of reading pragmatics include understanding the author's purpose, tone, bias, and writing style. Examples of writing and speaking pragmatics include the types of sentences, word choice, voice, and genre used by the writer.

Executive Functions (EFs) “are higher order self-regulatory neurocognitive processes recruited particularly in complex, goal-directed tasks (Dawson & Guare 2018).”

As specifically applied to language comprehension, examples include such self-regulatory abilities as reading stamina, flexibility, working memory, and metacognition, as well as the skills of organizing, planning, prioritizing, and stress tolerance in writing and speaking.

Rhetorical Stance refers to the role of the writer or speaker in relation to their voice, audience, purpose, and form. *Purpose* establishes the goals and process of the communication. It may be to learn, to be entertained, to convince, etc. *Audience* refers to identifying the interactive partners in language comprehension. Students need to understand that all reading, writing, speaking, and listening is interactive communication. *Voice* encompasses style, point of view, tone, and diction (word choice). Students need to be able to manipulate their voices to best suit the audience, purpose, and form. *Form* simply means the method or genre of the communication. Practicing reading, writing, listening, and speaking in a variety of forms e.g., scientific abstracts, poetry, essays, builds language dexterity and improves language comprehension.

Teaching Procedures

Pragmatics, Executive Functions, and Rhetorical Stance is a whole class instructional activity, designed to be used twice-per-week. Read and discuss the purpose, audience, voice, pragmatic tool or executive function, and explain the form, i.e., the writing or speaking task.

Students complete this task and pair share when finished. Ask a few students to share their work with the class.

Pragmatics, Executive Functions, and Rhetorical Stance #1

Purpose: Describe the kind of world in which you hope these students will live as adults.

Audience: A class of third-graders

Voice: Idealistic and inspirational. *Idealistic* means seeking that which is desirable or perfect, but not likely to become reality. *Inspirational* means to interest, excite, or motivate.

Pragmatic Tool: Use repeated key words and phrases to build understanding, interest, and a rhythm in your speaking and writing. Notice the repetitions of the word, “together” and the phrases, “I have a dream” and “With this faith” in the following speech excerpt.

Form: Prepare and deliver a short speech to mimic some of the words of Dr. Martin Luther King, Jr.’s famous “I Have a Dream” speech to describe the kind of world in which you hope that these third graders will live as adults.

“So even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal.

This is our hope. This is the faith that I go back to the South with. With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.”

A large rounded rectangular box with a black border, containing ten horizontal lines for writing a speech. The lines are evenly spaced and extend across most of the width of the box.

Pragmatics, Executive Functions, and Rhetorical Stance #2

Purpose: Explain how to make a peanut butter and jelly sandwich.

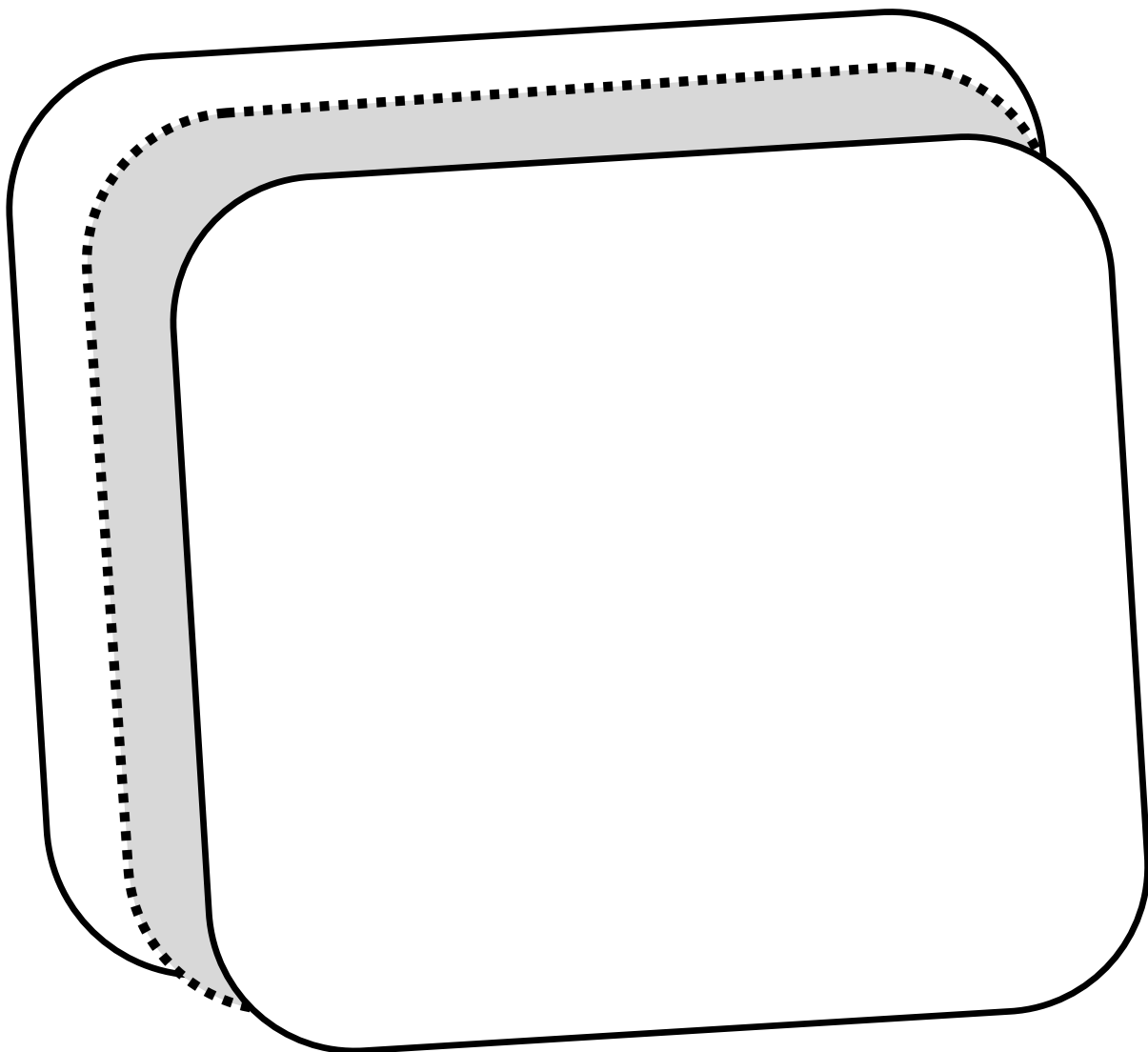
Audience: A movie star who has never cooked a meal, nor made a sandwich in her whole life.

Voice: Informative and/or precise (specific and exact)

Executive Function: *Visualizing and Acting Out to Check Your Work*

Brainstorm a list of the items and order the steps necessary to make a peanut butter and jelly sandwich. Referencing your list, visualize and act out making the sandwich. Add, delete, substitute, or rearrange to edit your list and make a yummy sandwich.

Form: Create a recipe with needed ingredients and step-by-step directions.



Expository Reading Fluency

Purpose and Rationale

Increased fluency rate and accuracy are highly correlated with increased reading comprehension. With a solid phonics foundation, students can increase their fluency levels by practicing repeated readings along with modeled readings at their appropriate challenge levels.

Assigning Students to Leveled Reading Fluency Practice

The teacher assigns students to one of three Reading Fluency Levels (A, B, or C), according to their scores on the “Pets” Individual Fluency Assessment. Students will practice along with modeled readings at their appropriate *challenge levels*.

Assigned Fluency Level Groups	“Pets” Score Two Minute Assessment	Assessment Words per Minute	Challenge Level Words per Minute
Level A	< 190	<95	95–115
Level B	191–239	96–119	115–135
Level C	>240	>120	135–155

The Animal Fluency Articles

The Animal Fluency Articles are high-interest expository articles, featuring the same text as the SCRIP Comprehension Worksheets. Each of the 43 articles has from 350–450 words, ideal for two-minute timings. Word counts are provided in the left margin for fluency timings.

Designed for struggling older readers, each article includes *challenge words* to pre-teach pronunciation. Readers learn about the physical characteristics of the animal, the animal's habitat, what the animal eats, the animal's family, interesting facts, and the status of the species, whether endangered or not.

The articles are leveled in a unique pyramid design: the first two paragraphs are at third grade (*Fleish-Kincaid*) reading; the next two paragraphs are at fifth-grade reading level; and the last two are at seventh-grade reading level. The reader begins practice at an easier level to build confidence and then moves to more difficult academic language and sentence length.

Teaching Procedures

Students access the Animal Fluency Articles on YouTube. First, students complete a *cold* two-minute reading timing (unpracticed) and record their score in blue on the Animal Fluency Timing Sheets. Next, students press *play* and complete repeated readings, along with the modeled reading, until the teacher instructs them to complete a *hot* two-minute reading timing and record their score in red.

“The Ape” Reading Fluency #1

8 16 25 32 41 50 52 59 73 83 96 111 121 133 148 164 179 189 200 213 230 242 255 264 282 298 316 333 346 362 381 399 413 422	<p>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.</p> <p>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.</p> <p>Orangutans are <i>omnivores</i>, 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>orangutan Sumatra Borneo omnivore endangered species</p>	
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

“The Wolf” Reading Fluency #36

<p>9 17 26 35 44 52 61 63 75 88 98 103 117 130 143 158 172 186 201 214 229 242 256 269 283 296 301 315 331 352 362 378 396 407</p>	<p>Wolves are a lot like dogs. But, they are bigger and stronger than most dogs. Wolves have strong legs and bodies. They run very fast. They also run for a long time without being tired. Wolves have strong paws. They can run on ice and rocks. Wolves have very furry coats. Their coats can have shades of gray, white, brown, red, or black.</p> <p>Wolves live in almost all parts of the world. They like colder areas, but they can live in warm areas, too. Some wolves live in forests. Others live in the mountains. Wolves live almost anywhere except the rainforest and desert.</p> <p>Wolves like to eat sheep, goats, and deer. Since they are fast and strong, wolves are able to hunt prey much larger than they are. Sometimes, wolves will eat small prey, too. Wolf packs use strategic hunting to surround their prey and strike at the perfect time. Wolves do not chase their prey. If they cannot catch it at first, they will usually let it go. Wolves also practice “surplus killing,” in which they kill many animals at once and save them for meals later. But, wolves do not need to eat even for long periods of time. They have been known to go up to seventeen days without a meal!</p> <p>A group of wolves is called a <i>pack</i>. A mother and father pair leads each wolf pack. This pair solves any problems within the group and they control the food. Most of these pairs stay together for their entire lives. They have babies, called <i>pups</i>, and raise them within the pack. Wolves are ranked within a pack by fighting each other. In large packs, the ranking of different wolves may change often. Packs can contain up to twenty wolves, but they most commonly consist of just eight.</p> <p>Wolves often howl to communicate with each other. Howling allows packs of wolves to communicate with each other, because they can hear each other even through very thick forests. Sometimes, wolves howl for no apparent reason. Scientists think that they may howl to bond with each other in a form of friendship. Scientists compare this type of howling to human singing.</p> <p>For years, wolves were hunted to protect farmers’ livestock. Laws were passed to protect wolves and these animals were reintroduced in some areas. There are now over 9,000 wolves in the United States alone. Recently, wolves were officially taken off the U.S. Endangered Species List.</p>	<p>strategic surplus entire apparent friendship</p>	
	Total Number of Words Read	Total Number of Words Read	
	- Total Number of Mistakes	- Total Number of Mistakes	
	= Total Number of Words Read	= Total Number of Words Read	

Reading Comprehension Strategies

A claim often made by knowledge advocates is that strategy teaching is ineffective. That isn't the case. The claim confuses strategies with skills. Strategies help, skills not so much.

Basically, the term comprehension skills tend to refer to the abilities required to answer particular kinds of comprehension questions. Skills would include things like identifying the main idea, recognizing supporting details, drawing conclusions, inferencing, comparing and contrasting, evaluating critically, knowing vocabulary meaning, and sequencing events.

The basic premise of strategies is that readers need to actively think about the ideas in text if they are going to understand. And, since determining how to think about a text involves choices, strategies are tied up in meta-cognition (that is, thinking about thinking).

Tim Shanahan, 2018

The SCRIP Comprehension Cues

Teachers may teach effective reading comprehension strategies, but students all-too-often fail to use these strategies when reading challenging texts. However, when students learn and regularly practice the five SCRIP Comprehension Cues, they internalize the process of active, self-regulatory reading. The cues prompt students to read both narrative and expository text strategically in order to understand what the author says and make logical inferences about what the author means.

The SCRIP acronym stands for **S**ummarize, **C**onnect, **R**e-think, **I**nterpret, and **P**redict.

- To **S**ummarize, readers put the big idea of a section of text into a smaller one. Readers put the main idea and key details into their own words.
- To **C**onnect, readers think about how the text relates to other parts of the text. Readers activate their own prior knowledge.
- To **R**e-think, readers re-read confusing text for better understanding or look at what is said in a different way. Readers visualize what's going on in the reading.
- To **I**nterpret, readers think about what the author really means. Readers draw a conclusion or problem-solve what the author implies.
- To **P**redict, readers guess what will happen or what the text will say next, based upon what has happened or what has been said.

The following five reading comprehension strategies lessons correspond to the five SCRIP Comprehension Cues. Each lesson includes a teacher lesson, whole class guided practice, and an independent reading strategy worksheet. Teachers use mini-conferences to formatively assess whether students understand each reading strategy or require re-teaching.

Teaching Procedures

1. Read the reading strategy lesson **FOCUS/REVIEW, OBJECTIVE,** and **TEACHER INPUT** to prepare to teach the reading strategy. You may choose to read some sections, summarize others, and reference examples of current class readings. You may require students to take notes or not.
2. Prepare your display projector to apply the lesson with interactive **GUIDED PRACTICE**. The font size is formatted for the display projector.
3. Print a class set of Reading Strategy Worksheets to distribute for independent practice.
4. Display the first Reading Strategy Worksheet to explain the instructional components: The **FOCUS** provides a summary of the teaching lesson and guided practice. The **PRACTICE** section helps students use what they have learned.
5. After completing the **PRACTICE** section, students use the “Answers Binder” to self-correct and self-edit their answers in a colored pencil or pen, so that they can learn from their mistakes before completing the last section of the worksheet. Tell students that you do not assign points for these sections, so there is no reason to look at or copy the answers onto the next worksheet. Proper practice will help them complete the last section of the worksheet, which *does* count for a grade.
6. Finally, the student completes the **WRITE** section, which serves as the formative assessment to determine whether the the reading comprehension strategy has or has not been mastered. Upon completion, the student comes up to your desk to mini-conference with you for thirty seconds to review the worksheet during the last few minutes of the workshop or on the last day of the week, when time is allocated for student grading conferences.
6. If the student has self-corrected and self-edited the **PRACTICE** section and "passed" the **WRITE** formative assessment, record an A on the student’s worksheet. Convert the A to points if you use a point system for grading..
7. If the student did not master the use of the writing strategies skill on the formative assessment, re-teach during the mini-conference. Then direct the student to re-do the formative assessment and return for re-correction.

Reading Strategy Lesson #3: Re-think Text

Reading challenging text requires good problem-solving skills. If at first you don't succeed, try, try again by using the **ROASTS** strategies.

People who play board games are accustomed to looking at things from different perspectives. In Risk®, Settlers of Catan®, or Scrabble®, players know that seeing things from the opposite side of the game board really changes how the player understands or plays the game.

Re-Think means to look at a confusing section of reading text from a different point of view to see if a different meaning is intended by the author, other than the one first understood or not understood by the reader. It requires re-reading and visualizing.

When reading a section of text that seems confusing, off topic, or contradictory to what you have been reading, don't keep on reading in the hopes that things will clear up. Stop and go back to re-read the previous section that you did understand. With this second reading, create visual images or a video in your head of this section of text. Use other sensory details to create your visualizations: taste, touch, sound, and smell. Sometimes this *re-read* solves the problem.

According to the reading research of Goudvis and Harvey, “Students who visualize as they read not only have a richer reading experience but can recall what they have read for longer periods of time” (2000).

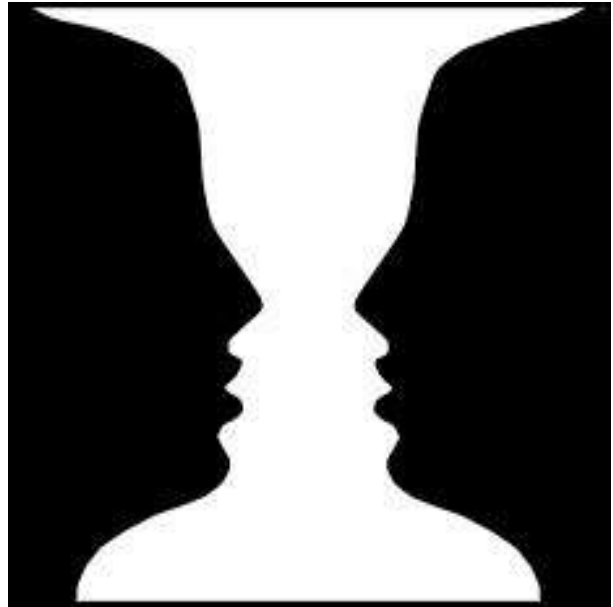
If this re-reading and visualizing fails to help, identify where the source of the confusion lies. Is it stated right there in the words themselves? Is the meaning implied (suggested) and you have to figure it out?

However, if you still are confused, go back to the point where you weren't lost and then re-read the confusing text once more, slowly and out loud, and look for these clues to meaning:

- Look at the key words for alternate meanings. Use the dictionary if you're not sure of the primary or secondary definitions.
- Identify the subjects and predicates in the sentences. Often prepositional phrases and modifiers, such as adjectives and adverbs, can add confusion to a sentence, especially when they are placed out of their usual positions.
- Look for any *change* transitions that you may have missed.
Examples: *but, however, although, unless, even though*
- Skip past the confusing text, read a sentence or two, and then re-read the confusing text.

Guided Practice Lesson #3: Re-think Text

Reading challenging text requires good problem-solving skills. Frequently, we need to re-think it from a different point of view. What do you see in these pictures at first? From a different point of view? What process did you use to help yourself see both images in each picture?



Problem-Solve Confusing Text with the ROASTS Strategies

Re-read from the last place you understood and visualize the confusing section of text.

Observe the source of confusion. Is it in the stated words? Is it implied (suggested)?

Alternate meanings of the key vocabulary words?

Sentence Structure? Identify the subjects and predicates and eliminate the other words.

Transition Change Words? Identify words which change the meaning of the sentences.

Skip past the confusing text, read a sentence or two, and then re-read the confusing text.

Directions: Re-think this text with the ROASTS Strategies.


We were excited to go to the beach, play in the sand, and swim. However, upon our arrival we read the signs which said, “Warning: Carcharodon carcharias up to 4.6 meters have recently been sighted off this beach. Suggest shore wading only, especially when seals are present.

Guided Practice Lesson #3: How to Visualize Text

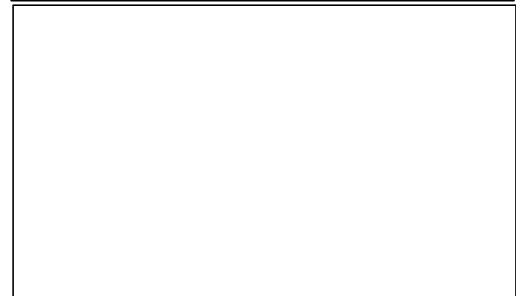
Stopping by Woods on a Snowy Evening

by Robert Frost

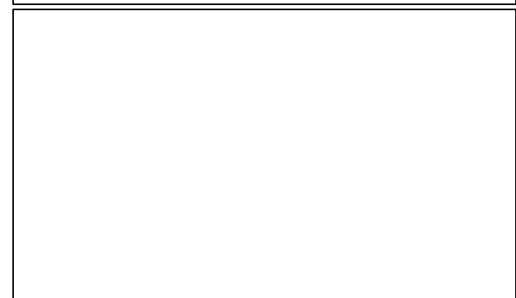
Whose woods these are I think I know.
His house is in the village though;
He will not see me stopping here
To watch his woods fill up with snow.



My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.



He gives his harness bells a shake
To ask if there is some mistake.
The only other sound's the sweep
Of easy wind and downy flake.



The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.



Directions: Read the entire poem out loud to your students. Next, identify each each sensory word, focusing on the sights. The “darkest evening of the year” is the winter solstice on December 21; however, the phrase symbolizes much more. The “harness bells” were attached to the horse’s neck as a good luck charm or to warn others of the sleigh or wagon’s approach. Ask students to quick draw and color one picture for each stanza to visualize the scenes. Read the poem once more and ask if their comprehension has improved with the visualizations.

Independent Practice Lesson #3: Re-think Text

When reading a section of text that seems confusing, off topic, or contradictory to what you have been reading, pause and use the **ROASTS** Strategies to re-think challenging text.

PRACTICE

Directions: Read the sentences below and use the **ROASTS** Strategies to re-think the meaning of the underlined sentences. Re-write these sentences in your own words in the spaces provided.

1. It's Halloween and the trick-or-treaters were everywhere. Some sort of monster was terrorizing our neighborhood.

Re-read from the last place you understood, and visualize the confusing section of text.

2. The old man in the red suit once again jumped off his sleigh. The reindeer pawed at the ground, snorted, and looked at the bell tower clock, shaking their heads.

Observe the source of confusion. Is it in the stated words? Is it implied (suggested)?

3. The young man made eye-contact and was about to walk over to her. She stared back at him with a cool glance that froze him in his tracks.

Alternate meanings of the key vocabulary words?

4. She, later than planned, but still earlier in the morning than some expected left for home.

Sentence Structure? Identify the subjects and predicates and eliminate the other words.

5. The teacher cancelled recess due to the students' poor behavior although she had a change of mind.

Transition Change Words? Identify words which change the meaning of the sentences.

6. The teacher graciously rescinded her punishment. The students were happy to re-gain their recess.

Skip past the confusing text, read a sentence or two, and then re-read the confusing text.

WRITE

Directions: Which of the **ROASTS** Strategies is most helpful to re-think confusing text. Why?

The **SCRIP** Comprehension Worksheets

The 43 **SCRIP Comprehension Worksheets** feature brief, high-interest expository articles with inferential questions. Each article describes an animal and details its life cycle, habitat, and role within its own ecosystem. The articles include the same text as those used for fluency practice.

The articles are leveled in a unique pyramid design: the first two paragraphs are at an adjusted third grade (*Fleish-Kincaid*) level (after deleting a few key multi-syllabic words such as *carnivores* or long animal names such as *armadillos*); the next two paragraphs are at the fifth grade level; and the last two are at the seventh grade level. The reader begins practice at an easier level to build confidence and then moves to more challenging academic language and sentence length.

The **SCRIP Comprehension Worksheets** each include five inferential questions—one question for each of the five reading comprehension strategies and their corresponding **SCRIP Comprehension Cues**. The **SCRIP** acronym stands for **S**ummarize, **C**onnect, **R**e-think, **I**nterpret, and **P**redict.

The questions are placed in the right-hand margin and require students to interact with the article. Students answer the questions in the margins. Additionally, three key vocabulary words are **boldfaced**. Students should define and use vocabulary words in original context clue sentences on the back of their worksheets. Each worksheet takes students about fifteen minutes to complete. An answer key follows the worksheets.

Teaching Procedures

Teach and model the five strategies, referencing the **SCRIP Comprehension Cues Posters and Bookmarks** (see following). Start with the Summarize strategy and do a “Think Aloud” on the narrative “The Boy Who Cried Wolf.” An effective “Think Aloud” involves reading the passage out loud and pausing frequently to interact with the text. Limit your interactions to the focus comprehension strategy. Also pause at the three embedded vocabulary words in boldface and explain how the surrounding context clues help *show* the meaning of each vocabulary word.

Continue to teach the remaining four strategies and vocabulary words in the same manner with these fairy tales:

- Connect—“Hansel and Grettel”
- Re-think—“Little Red Riding Hood”
- Interpret—“Goldilocks and the Three Bears”
- Predict—“The Three Little Pigs”

Reference the answer key for possible answers to the inferential **SCRIP** questions.

SCRIP

Comprehension Cues

Summarize

- Put the big idea into a smaller one.
- Put the main idea and key details into your own words.

Connect

- Think about how the text relates to other parts of the text.
- 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 really means.
- Draw a conclusion or problem-solve what the author implies.

Predict

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

SCRIP

Comprehension Cues

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

“Little Red Riding Hood”

There was once was a little girl who lived with her father and mother in a house at the edge of a forest. In the same forest, her grandmother also **resided**. Her grandmother had given her a long red hooded coat which she wore so much that everyone called her Little Red Riding Hood.

One morning Little Red Riding Hood's mother said, "Put on your coat and take this basket of cookies to your sick grandmother."

As Little Red Riding Hood was walking in the forest, a voice from behind said, "What have you in that basket, Little Red Riding Hood?" The girl turned around and saw a great big wolf.

"I have cookies for my **ailing** grandmother," she said.

"Ah... I know where she lives," the wolf said. "I hope she enjoys them." Then, the wolf ran into the forest toward the grandmother's house. He soon arrived and knocked at the door of her house.

"Who is there?" called the grandmother from her bed.

"Little Red Riding Hood," said the wolf in a girlish voice.

"Just open the door and come right on in."

The wolf opened the door and **pounced** on the bed, eating the grandmother up in one big bite. The wolf then put on the the grandmother's headscarf.

Soon afterwards, Little Red Riding Hood walked into the house saying, "Good morning, Grandmother, I brought you a basket of cookies." As she came close to the bed she said, "What big ears you have, Grandmother."

"All the better to hear you with, my dear."

"What big eyes you have, Grandmother."

"All the better to see you with, my dear."

"What a big nose you have."

"All the better to smell you with, my dear."

"But, Grandmother, what a big mouth you have."

"All the better to eat you up, my dear," screamed the wolf as he sprang at Little Red Riding Hood. Just at that moment, the woodcutter was passing the house and he heard the scream. He rushed in and with his axe chopped off the wolf's head.

The woodcutter carried Little Red Riding Hood back home. Everyone was happy that she had escaped the wolf. But, they were sad that the wolf had eaten her grandmother.

Re-think



(1) Why didn't the wolf eat Little Red Riding Hood right there in the forest?

Re-think



(2) Why might the grandmother have been tricked by the wolf?

“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?

Verbal Reasoning

What most teachers notice after careful reading of the Common Core Vocabulary Standards is the expected **breadth, complexity, and depth of instruction** across the grade levels. Obviously, incidental vocabulary acquisition from independent reading won't "teach" the Vocabulary Standards with any degree of fidelity. Nor will introducing a few "story-specific" or "content-specific" words prior to reading a selection from the literature anthology or social studies chapter.

The Common Core State Standards (CCSS) in English Language Arts divides vocabulary development among a variety of instructional strands across the grade levels. However, most of the specific Vocabulary Standards are placed in the K-12 Language Strand. The CCSS L.4, 5, 6 Vocabulary Standards specify the following components of vocabulary instruction:

- Multiple Meaning Words (L.4.a.)
- Greek and Latin Word Parts (L.4.a.)
- Language Resources (L.4.c.d.)
- Figures of Speech (L.5.a.)
- Word Relationships and Context Clues (L.5.b.)
- Connotations (L.5.c.)
- Academic Language Words (L.6.0)

Of these Language Strand Standards, Multiple Meaning Words (L.4.a.), Figures of Speech (L.5.a.), Word Relationships (L.5.b.), and Connotations (L.5.c.) require more than rote memorization. The complexities of these non-literal words and phrases require study in the context of variant meanings. Proper use of these dynamic words and phrases necessitates the knowledge and application of verbal reasoning skills.

Teaching Procedures

Multiple Meaning Words

Introduce the two **Multiple Meaning Words*** and read their definitions out loud. Ask students to use both vocabulary words in their own sentences with context clues that *show* the meanings of the words.** Then read and explain the directions. Next, read the sentences out loud and complete a "think aloud" as you use the context clues to decide which definition number best matches each vocabulary word. Finally, direct students to fill in the definition numbers in the spaces provided.

* Some Multiple Meaning Words on the Vocabulary Worksheets have minimal accent marks, vowel sound marks, and/or syllable division to assist with pronunciation.

** Use the SALE (Synonym, Antonym, Logic, Example) context clues strategy to identify the context clue categories in the student sentences. If students have not practiced context clue strategies, it may be advisable to teach one of more of the context clue vocabulary lessons.

Figures of Speech

Tell students that a figure of speech is a non-literal expression used by a certain group of people. For example, The man walked through the door. Although we say *through the door*, we don't literally mean exactly what we say. *Through the door* is one type of figure of speech known as an idiom. Let students know that they will explore many types of figures of speech in the Vocabulary Worksheets.

Now read and explain the directions. Ask students to share their interpretations or explanations of the figure of speech. After several responses, help clarify and paraphrase as necessary so students can write a concise answer.

Word Relationships

Tell students that they will be exploring different types of **word relationships** throughout the Vocabulary Worksheets. Introduce the two vocabulary words and read their definitions out loud. Brainstorm how the two vocabulary words are synonymous.

Now read and explain the directions. Ask students to share compound sentences which use one of the vocabulary words in each independent clause along with a connecting transition word or phrase that signals a synonymous relationship between those clauses. For example, *similarly, in the same way, just like, likewise, compared to*. Stress the importance of using context clues to *show* the meanings of the words* and let students know that they may reverse the order of the vocabulary words in their sentences. After sharing a few sentences, direct students to write one of the compound sentences in space provided.

* Use the SALE (Synonym, Antonym, Logic, Example) context clues strategy to identify the context clue categories in the student sentences.

Connotations: Shades of Meaning

Explain the difference between denotation (dictionary definition) and connotation (definition in context). Introduce the two vocabulary words and read their definitions out loud. Brainstorm how the two vocabulary words have different **shades of meaning** and then compare and contrast the meanings of these words to the two words listed on the Connotation Spectrum. Use a rainbow to describe the concept of a spectrum. Then read and explain the directions. Direct students to write the two vocabulary words in their proper places on the Connotation Spectrum. Review answers and tell students to correct errors if necessary.

Verbal Reasoning #4

Multiple Meaning Words

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

Vocabulary Words **Definitions**

track (n)

1. A rough path or trail.

track (v)

2. To follow something's progress or show its location.

Smelling the little girl's blanket, the bloodhound began to track ___ the scent of the missing girl past the school buildings and soccer field to the far end of the track ___.

Idioms (non-literal expression used by a certain language group)

Directions: As used in the following sentence, interpret or explain the meaning of this idiom: "did an about face." After saying "No," her parents did an about face and decided to let her go to the movies.

Word Relationships: Antonyms

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**

selfish (adj)

Not concerned for others or looking out for oneself.

generous (adj)

Giving more than is due or expected.

Connotations: Shades of Meaning

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

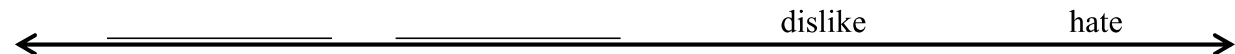
Vocabulary Words **Definitions**

adore (v)

To love deeply.

admire (v)

To respect and approve.



Literacy Knowledge

Literacy knowledge refers to how language and text are organized to communicate. Children begin acquiring literacy knowledge even before their first “Once upon a time...” story.

If students are exposed to significant amounts of oral language, they begin to recognize and manipulate the spoken parts of sentences and words. This ability is known as *phonological awareness*. The last stage of phonological awareness, in which pre-readers are able to recognize and manipulate individual speech sounds (phonemes) is called *phonemic awareness*. Phonemic awareness is a pre and co-requisite to reading and is both *caught* and *taught*. Students from literacy rich households tend to have greater mastery of phonemic awareness skills, such as phoneme manipulation, blending, and segmenting.

With respect to text, students must learn print awareness to know how to hold a book, scroll a screen, and read from top to bottom and left to right in English. Children acquire print awareness from modeling and repeated practice. Without such exposure, children won’t be able to apply the sounds they are learning to the print in a book or the text on a screen.

When students are able to access and apply both their prior knowledge of print and phonemic awareness, they are ready to learn how to decode (phonics) and encode (spelling) the written representation of phonemes (graphemes).

Of course, not all children and adults learn to connect sounds to print in this linear manner. Many older students in reading intervention classes have gaps in language comprehension and word recognition, which impedes their ability to comprehend oral and written language.

While students are learning to read and write, they must be exposed to different reading genre, varied organizational patterns of text, and the literary features that are characteristic of each genre. Accessing this prior literacy knowledge will build reading comprehension in a wide variety of texts.

Teaching Procedures

The following resources provide lessons on literary knowledge to help students learn to identify and apply varied textual organization patterns and literary features found in a variety of genre. Each lesson features connections and practice in both reading and writing.

In twice-per-week lessons, the teacher explains and provides examples of the lesson focus, and students practice the focus skills in reading texts and written response.

Literacy Knowledge: Expository Text Structure

Expository paragraphs in reports, essays, articles, and research papers include sentences with different functions. To identify them, it is helpful to assign them numbers for their functions.

The (1) refers to introductory statements; the (2) refers to the thesis statement or claim, which tells the purpose or point of view of the writing. The (3) topic sentence serves as the main idea of each body paragraph. The specific (4) concrete detail sentences “talk about,” add detail to, give a reason for, or include a fact about the (3) sentence. The (5) sentences that “talk about,” explain, interpret, or provide an opinion about each of the (4) concrete detail sentences. Many teachers refer to the (5) sentences as *commentary*, because they *comment* upon the concrete details from the writer’s point of view. The (6) conclusion statements comment on the whole.

The Number Pattern for Expository Writing

- (1) Introduction Statements
- (2) Thesis Statements or Claims
 - (3) Topic Sentence
 - (4) Concrete Detail
 - (5) Concrete Detail
 - (4) Concrete Detail
 - (5) Concrete Detail
- (6) Conclusion Statements

Reading Connection

Knowing how body paragraphs are organized and the functions of sentences will help you identify which sentences are topic sentences, concrete details, and commentaries as you read.

Text Practice: A Body Paragraph in an Argumentative Essay

Directions: Highlight the key words which identify the function of each sentence in the following (3)-(4)-(5)-(4)-(5) paragraph.

(3) Of all the books by Mark Twain, two works stand out as his best. (4) Twain’s description of life as a riverboat captain in *Life on the Mississippi* both entertains and informs. (5) To explain, Twain tells humorous stories and describes how a riverboat operates. (4) A second novel, *Huckleberry Finn*, shows how badly people can treat those who are different from themselves. (5) The book’s hero, Huck Finn, learns that the color of one’s skin is not as important as one’s character.

Literacy Knowledge: Expository Text Structure

Text Practice: A Body Paragraph in an Informational/Explanatory Essay

Directions: Number the following expository paragraph to identify the sentence functions. The (3) topic sentence serves as the main idea of the paragraph. The specific (4) concrete detail sentences “talk about,” add detail to, give a reason for, or include a fact about the (3) sentence.

- () Running 100 miles in one stretch seems beyond the imagination of most Americans.
- () These lengthy endurance runs continue to grow in popularity throughout the country.
- () Triathlons also draw many athletes to compete in three difficult events. () Running, swimming, and biking require months of difficult cross-training to prepare for these events.
- () American sports enthusiasts have found challenging new events for which to train.

Directions: Now, re-write the following mixed-up paragraph in the same order as the above paragraph and number each sentence.

With an active volcano frequently lighting up the evening sky, residents and visitors see nature in action. Hawaii has become a major tourist attraction due to its natural wonders. Waikiki has miles of white sand and gentle surf. Hawaiian beaches never fail to impress tourists. Residents have evacuated their homes on several occasions since Hawaii became a state.



Welcome to Hawaii

A large, light blue rounded rectangular box containing seven horizontal lines for writing.

Literacy Knowledge: Narrative (Story) Structure

Character Roles, Traits, and Development

Students will be able to identify the types of character roles and character development. Students will also be able to identify the techniques authors use to demonstrate character traits.

Recognizing the roles which characters are assigned by an author should shape the reader's expectations and understanding of the characters' motivations and actions. Knowing the techniques which authors use to demonstrate character traits will help careful readers define characters and see how they develop within the story.

Following are types of **character roles** found in many stories, plays, poems, movies, and television shows:

- The *protagonist* is the main character who is involved in the primary conflict. Usually, the protagonist is the hero of the story. Often, a protagonist has a character flaw which influences the plot.
- The *antagonist* is the character who opposes the protagonist in the conflict. The antagonist may act as the villain or bad guy in the story.
- A *foil* character may be used to demonstrate a sharp contrast to another character, such as the protagonist, in order to clearly define the other.
- Minor characters do not play the essential roles in the story.

Character traits (what makes each character unique) are shared through both *direct* and *indirect* characterization: Direct characterization tells the reader about the character traits through description. **Example:** Mr. Tang was patient and focused on the present. Indirect characterization shows the character traits through the plot, dialogue, action, and other characters. **Example:** His tie was perfectly placed, not too short and not too long.

Authors use the STEAL techniques to create interesting characters.

- **S**peech (how and what the characters say in dialogue)
- **T**hought (what the characters think)
- **E**ffect on others (how the characters relate to one another)
- **A**ction (what the characters do and the how they respond to the consequences of their actions)
- **L**ooks (the appearance of the characters)

Authors use different means of **character development**. A *dynamic* character changes significantly throughout the story. The character is complex with multiple traits and learns and grows throughout the story. A *static* character remains the same throughout the narrative. A *flat* character is a simple, minor character with one character trait.

Text Practice: A Story Excerpt

Directions: From the story selection on the next page, answer the following questions:

Who is the protagonist? _____

What direct and indirect characterization identifies the character traits of this role?

Direct _____

Indirect _____

List the character traits of the cowboy, the old woman, the trail boss, and Sheriff Tom James.

Who is the antagonist? _____

What direct and indirect characterization identifies the character traits of this role?

Direct _____

Indirect _____

Minor Characters _____

Who are the dynamic characters and why are they dynamic? _____

Who is the static character and why is the character static? _____

Is there a flat character? _____

If so, why is the character a flat character? _____

THE COWBOY AND THE LADY

THE COWBOY AND THE LADY

The lone cowboy rode his well-groomed horse into town. The town was busy with horses, wagons, and buggies raising up dust on the dirt street. An old woman, wishing to cross the street, stepped back quickly onto the sidewalk as a wagon rushed past. The cowboy jumped off his horse and tied it to the hitching post. He took off the saddlebags and rushed to the old woman.

“Ma’am, may I assist? This street’s downright dangerous.”

“Why thank you, young man,” she replied. “You’re new in town. Would you allow me to buy you a cold lemonade?”

“I reckon a quick drink would do me some good,” he said. “But if you’d mind waiting on me a few minutes, I really must get these

here saddlebags over to the bank. My trail boss trusted me with all the money from our last cattle drive, and I’m just itching to get rid of that load.”

“Oh, I see,” said the old woman, thinking quickly. She was poor and desperate. Suddenly, she began to sway back and forth and fainted into his arms.

“Golly!” said the cowboy. He began fanning her face with his ten-gallon hat until her eyes opened.

“Are you alright?”

“I think so. But you had best get me out of the sun. Help me into this saloon here and we’ll get our lemonades. Don’t you worry now. This town is safe under Sheriff Tom James. Your saddlebags will be just fine, and by now the bank is closed for lunch anyway.”

