

# The Science of Reading Intervention

An action that refers to something that has already been completed or something that happened before another action or a specific time in the past. **Formed by** *had been* + the base form of the verb + "ing."

To describe the length of time an action has been in progress up to the present time. **Formed by** *has been* + the base form of the verb + "ing."

An action that will have happened, but won't be completed by a specific time in the future. **Formed by** *will have been* + the base form of the verb + "ing."



## Argumentative Genre and Author's Purpose: Evaluative Text

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

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

### GUIDED PRACTICE

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

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

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

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

**Directions:** Consult a dictionary to find the vocabulary word into syllables, mark its primary stress, and write its primary definition.

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

Synonym \_\_\_\_\_ Synonym \_\_\_\_\_

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

### "The Eagle" Reading Comprehension

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

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

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

Bald eagles find mates. Sometimes, if the pair partners. Babies are made from twigs and branches. They are often built over water. Mother and father eagles take turns sitting on the eggs while the mate is away.

The bald eagle is an important symbol of the national bird of the United States. In 1782, the first Congress named the bald eagle as the national bird. Some people thought that it was cowardly to symbolize a turkey. Today, the United States on the quarter until 1932.

The bald eagle population has slowly increased since the use of pest spray DDT to reduce pests of eagles, made them unable to reproduce. The bald eagle population has been listed as an endangered species in 1967.

#### SCRIP Comprehension Cues

**Summarize**  
10 Put the big idea into a smaller one.  
11 Put the main idea and key details into your own words.

**Connect**  
12 Think about how the text relates to other parts of the text.  
13 Activate your prior knowledge.

**Re-think**  
14 Revisit for better understanding or look at what is said in a different way.  
15 Visualize what's going on in the reading.

**Interpret**  
16 Think about what the author really means.  
17 Draw a conclusion or problem-solve what the author implies.

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

**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?



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

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

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



# Pronouns

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## Learn It! ●

A pronoun is a word that replaces a noun in a sentence. Using pronouns avoids repetition of the same nouns. Pronouns have three basic functions in the sentence:

1. A pronoun can serve as the *subject* (do-er) of a sentence. The singular pronouns, *he, she, it, who, this, that*, and any ending in “\_body” or “\_one” match verbs with an *s* or *es* ending.

**Examples:** He saves Ann. Who helped Melinda? She will leave. That seems good. Everyone tries.

The singular pronouns, *I* and *you*, the plural pronouns, *we, you, they, these*, and *those*, and *both, few, many*, and *several* match the base forms of verbs without endings in the present tense.

**Examples:** You walk. They practice. Those look great. Both taste great. Several win awards.

If the subject includes one or more nouns and a pronoun or multiple pronouns, joined by *and* or *or*, match the verb to the last *do-er*. If singular and plural nouns or pronouns form the subject, place the plural *do-er* last. Exception: Always place the *I* pronoun last when used as a subject.

**Examples:** We or they help. She, two friends, and I visit.

2. A singular (*me, you, him, her, it, whom*) or plural (*us, you, them, whom*) pronoun receives the action or is the object of the main verb in a sentence. These pronouns answer Who? or What? of the verb.

**Examples:** Pierre sees (Who?) her. Angela left (What?) it.

If one or more noun and a pronoun receive the action or is the object of the main verb, join the pronoun with *and* or *or* after the noun or nouns.

**Examples:** Kyla joined Bob and me. Mel will choose Glenda, Marielle, or them.

If you are unsure about which pronouns to use when one or more nouns or pronouns serve as the subject, drop the connected noun or nouns and say the sentence out loud to hear if it *sounds right*.

**Example:** John and me left Sue and he.

**Explanation:** Drop the connected nouns and read out loud: Me left he. This sentence does not *sound right*. Change the pronouns to read: John and I left Sue and him.

3. A pronoun can also show ownership before a noun (*my, your, his, her, its, our, your, their*) or without a noun (*mine, yours, his, hers, ours, theirs*)

**Examples:** My brother took yours. Our school beat theirs.

## Identify It! ●

**Directions:** Fill in the blanks with the pronouns listed in the Piggy Pronoun Word Bank.

Fred received a text message from \_\_\_\_\_ sister, Maggie. \_\_\_\_\_ invited \_\_\_\_\_ to \_\_\_\_\_ school. \_\_\_\_\_ could tell stories about \_\_\_\_\_ lives as missionary children in Africa.

“\_\_\_\_\_ and \_\_\_\_\_ have some interesting stories, and \_\_\_\_\_ both have a lot of entertaining videos that \_\_\_\_\_ students would love,” \_\_\_\_\_ said.

Fred texted \_\_\_\_\_ back and said, “\_\_\_\_\_ would love to come share at \_\_\_\_\_ school. \_\_\_\_\_ would help \_\_\_\_\_ if \_\_\_\_\_ got together to brainstorm \_\_\_\_\_ presentation. \_\_\_\_\_ will come over to \_\_\_\_\_ house to practice, or \_\_\_\_\_ can come over to \_\_\_\_\_.”

## Piggy Pronoun Word Bank



## Identify It! ●

**Directions:** Highlight the pronouns that belong in the following sentences.

1. Sergio and ( them, they ) work at the bank.
2. ( He, Him ) and ( I, me ) both like ( she, her ).
3. Jean or ( she, her ) helped ( him, he ).
4. ( Them, They ) and ( we, us ) will have dinner.
5. You and ( he, him ) follow ( them, they) to the playground.
6. ( My, mine ) cookies taste better than ( his, theirs ).
7. ( Ours, Our ) team lost to ( their, theirs ) team.
8. The Johnsons and ( you, us ) know ( we, them ).
9. ( Her, She ) hit ( me, I ).
10. ( They, Them ) chose ( your, you ) and ( I, me ).
11. ( Anyone, Few ) walk home alone.
12. ( Many, Everybody ) dance to that music.
13. ( Both, Everyone ) plays basketball.

## Explain It! ●

When it is difficult to identify which noun is being replaced by a pronoun, the sentence can be confusing to the reader.

- A. When *this*, *that*, *these*, or *those* pronouns are used on their own, it is unclear which nouns they are meant to replace. Revise by adding nouns following *this*, *that*, *these*, or *those*.  
**Example:** ~~That is beautiful.~~ That painting is beautiful.
- B. When more than one noun comes before a pronoun in a sentence, it is difficult to identify which of the nouns the pronoun replaces. Revise by repeating the noun.  
**Example:** ~~Dishes were on the tables, but we didn't need them.~~  
Dishes were on the tables, but we didn't need the dishes.
- C. The pronoun seems to replace a word or words which is not a noun. Revise by adding a noun and other words if necessary.  
**Example:** ~~Ms. Abreu was extremely rich. She didn't share it.~~  
Ms. Abreu had lots of money. She didn't share it.
- D. The pronoun serves as the subject and its simple predicate is separated by too many words. Revise by keeping the pronoun subject close to its simple predicate.  
**Example:** ~~He, except when with Brenda and Tilly, works alone.~~  
He works alone, except when with Brenda and Tilly.
- E. The pronoun that receives the action or is the object of the main verb is too far away from the noun it replaces. Revise by keeping the pronoun closer to the noun it replaces or repeat the noun.  
**Example:** ~~Those students make us get into trouble with their friends. You should punish them.~~  
You should punish those students who make us get into trouble with their friends.

**Directions:** Read the following confusing sentences. Write the capital letter which best explains why the sentence is confusing in the space to the left of each number. Also, explain how the use of pronouns affects the meaning of each sentence.

\_\_\_ 1. I asked to speak to Maria’s father. She would not talk to me.

The pronoun, “She” makes the sentence confusing because

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\_\_\_ 2. He and his daughter earlier that day didn’t talk with the women and they quit.

The pronoun, “He” makes the sentence confusing because

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\_\_\_ 3. I love art, especially paintings. This seems to be Italian.

The pronoun, “This” makes the sentence confusing because

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\_\_\_ 4. The influencer was already famous, but she didn’t know it.

The pronoun, “it” makes the sentence confusing because

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\_\_\_ 5. Jacob went to see Martin. He listened to and trusted him.

The pronouns, “He” and “him” make the sentence confusing because

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## Revise It! ●

**Directions:** Re-write these confusing sentences to fix the pronoun problems.

1. I asked to speak to Maria's father. She would not talk to me.

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2. He and his daughter earlier that day didn't talk with the women and they quit.

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3. I love art, especially paintings. This seems to be Italian.

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4. The influencer was already famous, but she didn't know it.

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5. Jacob went to see Martin. He listened to and trusted him.

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## Create It! ❤️❤️❤️

**Directions:** Re-write this story, replacing repetitive nouns with pronouns. Add or delete as you wish.

Martin Van Buren was Andrew Jackson’s vice-president. In 1840, after Jackson had served two terms as president, Jackson’s vice-president decided to run for president. Jackson had a popular nickname, and Martin Van Buren wanted a nickname, too. Since the vice-president was born in Kinderhook, New York, Martin Van Buren asked the vice-president’s supporters to call Martin “Old Kinderhook.”

“Old Kinderhook” was too hard to say, the supporters claimed, so the supporters shortened the nickname to O.K. The nickname became popular among Martin Van Buren’s supporters. O.K. nickname came to mean something *good* or *acceptable*. Eventually, O.K. came to mean *anything* that was good or acceptable as it does today in the United States and throughout the world.

Martin Van Buren may have been O.K., but the vice-president lost the election to a war hero, William Henry Harrison and his running mate, John Tyler. William Henry Harrison had a nickname, too. The nickname was Tippecanoe. William Henry Harrison and John Tyler's supporters developed a campaign slogan about the two candidates, "Tippecanoe and Tyler, too." The campaign slogan became just as popular as O.K.

[illegible]