

The **SCRIP Comprehension Cues**

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.

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

“Knowledge advocates,” such as Daniel Willingham, professor of cognitive psychology at the University of Virginia, suggests that reading comprehension strategies are better thought of as *tricks*, rather than as *skill-builders*. They work because they make plain to readers that it's a good idea to **monitor** whether they understand as they read.

“Strategies” or “tricks?” In large measure these two reading researchers both agree that some instruction is needed to help readers practice and internalize active engagement with text. In their words: to “think about” and “monitor” what they read.

Now, moving beyond research into practice: Are there any reading pedagogies which do this job more effectively than others?

According to my favorite teacher-researcher, Nate Joseph, his [meta-analysis](#) on Reading Comprehension Pedagogies Ranked by Effect Size on Standardized Assessments ranks Reciprocal Reading (Palinscar and Brown 1994) as the pedagogy with the highest mean affect size. Metacognitive strategies come in second. It would seem that Doctors Shanahan's and Willingham's research analyses on reading comprehension are validated by the highest ranked pedagogies.

Simply put, Reciprocal Reading teaches students to apply four reading tasks in heterogeneous small groups. The tasks are cued by these four verbs: 1. Predict 2. Question 3. Clarify 4. Summarize. Note that plenty of authors have added their own methodologies to these tasks.

Each of the four Reciprocal Reading cues require students to “think about” and “monitor” what they read. Both teacher and students in the group scaffold instruction and learning. The end goal is to help individual students develop the habit of applying the cues on their own. It does work!

As an upper elementary and secondary reading intervention specialist, I've also found significant value in adopting these comprehension cues as a unified language of instruction within a class and among content area classes when teachers and students “talk the same talk.”

However, not to reinvent the wheel, but to refine the Reciprocal Reading cues to better fit more complex expository and narrative texts, I developed the **SCRIP Comprehension Cues**.

The **SCRIP** acronym stands for Summarize, Connect, Re-think, Interpret, and Predict.

- **Summarize:** Put the big idea and key details of a reading section into your own words.
- **Connect:** Note transition words and relate one part of the text to another. Activate your prior knowledge.
- **Re-think:** Re-read and visualize to clarify meaning, and ask questions about the reading. Examine what the author says in a different way or from another point of view.
- **Interpret:** Decide what the author means, and judge how, where, when, or why it was said and by whom. Draw a conclusion about what the author implies (suggests).
- **Predict:** Based upon what has happened or what has been said, guess what will happen or what the author will say next.

How to Introduce the SCRIP Comprehension Cues

The following lessons will help your students know the purpose of and how to use each of the five comprehension cues to better understand what they read. Following these lessons, I've included samples of the 45 Reading Comprehension Worksheets from [The Science of Reading Intervention Program](#). The author's **Sam and Friends Phonics Books** are included in this comprehensive intervention program for grades 8-adult students. These 54 decodable readers also feature the SCRIP Comprehension Cues as 5 separate comprehension questions in each story.

The Science of Reading Intervention Program
BUNDLE
full year program

Lesson 32: Sound Box Answers

WORDS	1	2	3	4	5	6
beside	b	e	s	i	d	e
tidy	t	i	d	y		
untie	u	n	t	i	e	
byway	b	y	w	a	y	
tighten	t	i	g	h	t	e
brightly	b	r	i	g	h	t
again	a	g	a	i	n	
because	b	e	c	a	u	s

Lesson 34: Heart Words through, guess

Sort and Spell these Heart Words: crop, guest, snap, request, through, question

Drag and Drop the Heart's above the Parts We Have to Learn by Heart

Sam and Friends Phonics Books

54 illustrated phonics books
✓ Decodable text with heart words
✓ Word fluency timings
✓ Comprehension questions

SCRIP Comprehension Cues Directions

1. Read the lesson out loud to your students.
2. Complete a think aloud for each of the fairy tales.
 - Tell students that they will have a chance to listen to your thoughts as a reader. Share with them that your thoughts will not be the same thoughts as theirs.
 - Remind students that reading is not just pronouncing words; it is making meaning out of what the author has written. Tell students that they can improve their reading comprehension by learning to talk silently to the text and author as they read.
 - Begin reading the text for a few lines and then alter your voice (raise the pitch, lower the volume, or use an accent) to model what you are thinking. Stop and explain what the voice altering meant and continue the back and forth reading and thinking out loud for the rest of the fairy tale.
 - Keep your thoughts concise and on the focus of the reading. Don't ramble on with personal anecdotes. Comment much more on the text than on your personal connection with the text.
 - Don't over-do sharing your thoughts. Once every paragraph or two is about right. Don't interrupt the flow of the reading and lose sight of the textual meaning.
 - Ask students if they think they understood the text better because of your verbalized thoughts than just by passively reading without active thoughts. Their answer will be "Yes," if you have done an effective think aloud.
 - Have students practice their own think alouds in pairs.
3. Prepare your display projector to apply the lesson with interactive **GUIDED PRACTICE**. The font size is formatted for the display projector.
4. Print the **INDEPENDENCE PRACTICE** worksheets and review the directions.
5. Help students self-correct their answers. Answers follow this section.

SCRIP Comprehension Cues Lesson: Summarize

Summarize: Put the big idea and key details of a reading section into your own words.

Summarize means to put together the big idea or ideas and key details of a reading into a short-version of what the author has said. A summary can be of an entire reading, but it is more useful to divide your reading up into sections and summarize each section as you read.

The short version of a reading section is summarized in your own words. The main idea is the key point that an author wants to make about a topic. A good summary does not include minor details. Good readers pause after certain sections of a text to summarize in their minds what they have just read. Where to pause and summarize depends upon the text.

In articles, reports, essays, and textbooks, authors use paragraph divisions or subtitles to introduce new main ideas. Paragraphs are built upon the main ideas, known as the topic sentence, which usually is stated in the first sentence. Subtitles are boldface text, which state the topic or main idea of that section of text. At the end of a paragraph or a subtitle section, pause and identify the main idea and important details. Try asking yourself **What, How, and Why** as question-starters to help you put into your own words a short version of what you just read.

In novels, poems, short stories, and plays, authors use paragraph divisions to signal changes. There may be a new setting or description, or the plot may have advanced. With dialogue, the new paragraph tells the reader that a new character is speaking. Use the paragraph divisions as clues to determine when something new is taking place. At those points, pause to summarize what happened in the previous section. Try asking yourself **Who, What, Where, When, and Why** question-starters to help you put into your own words a short version of what you just read.

Dividing your reading into sections and summarizing will help you understand the text as a whole. It's like playing a leveled video game: First, you master one level and the game pauses before you move on to the next level with new graphics, characters, or problems to solve. You use your summarized knowledge of how to beat the first level to help you master each following level, one at a time. After time you will be able to master most or all of the game.

For the Teacher: Think Aloud to Teach Summarize

Complete a *think aloud* on “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 “Summarize” SCRIP Comprehension Cue. 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.

“The Boy Who Cried Wolf

There once was a naughty shepherd boy who lived in a small village. One day this boy was sitting at the top of a hill and was very bored. As he watched the sheep under his care, he came up with an idea to entertain himself. He turned in the direction of the village and at the top of his lungs he began screaming, "Wolf! Wolf! The Wolf is after the sheep!"

The villagers immediately left their business and came running up the hill to help the boy scare the wolf away. But when they made it to the top of the hill, they found no wolf. Instead, they found the naughty boy laughing at the joke that he played on them.

"Never cry 'wolf'," shepherd boy, **scolded** the villagers, "when there's no wolf!" They went back to the village very angry.

The very next day, the naughty boy was bored again. "I wonder if the trick will work again" he thought. He went up to the top of the hill, turned toward the village, and once again screamed, "Wolf! Wolf! The wolf is after the sheep!" Once again, he howled with laughter as he watched the villagers run up the hill to help him scare the wolf away.

When the villagers again found no wolf, they scolded the boy once more saying, "Save your screaming for when there really is something wrong! Don't ever cry 'wolf' when there is no wolf!" But the boy just laughed and watched them go down the hill to the village once more.

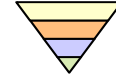
The next day, the naughty shepherd boy was again very bored. As he was dreaming up more mischief, he heard the bleating of his sheep. He ran toward the sound and then he saw what caused the sheep to cry. A huge wolf was **prowling** about his flock of sheep. Once again, he ran to the top of the hill and shouted, "Wolf! Wolf! The wolf is after the sheep!"

But the villagers had learned their lesson. They all said, "There goes that naughty shepherd boy playing his games once again." So the villagers didn't come. At sunset, some of the villagers wondered why the shepherd boy hadn't yet brought the sheep down to the village. They went up the hill to find the boy. They found him with his head down crying. Then they found out why he was crying. The flock was **scattered** everywhere and two sheep were dead.

"I cried out, 'Wolf!' Why didn't you help me?"

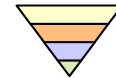
An old man responded, "That's what happens to those who lie. Sooner or later, no one believes them."

Summarize



(1) Summarize why the boy lied.

Summarize



(2) Summarize how the villagers responded to the boy's lies.

Guided Practice: Summarize

Summarize: Put the big idea and key details of a reading section into your own words.

Directions: Use **What**, **How**, and **Why** as question-starters to summarize this section of an article.

Sheep live in groups called *flocks*. Most sheep find mates about once a year. Males fight each other to become the most powerful male of the group. If males, called *rams*, are left alone together, they might hurt or even kill each other! Baby sheep are called *lambs*. Lambs feed off their mothers, called *ewes*, for about two months. Usually, sheep live for about ten to twenty years.

Use **Who**, **What**, **Where**, **When**, and **Why** as question-starters to summarize this section of a story:

A shepherd boy played a joke on the people in his village. On the first two days of the week he yelled, "Help! A wolf is after my sheep." Both days the villagers came to help rescue the sheep, but they found no wolf, only a laughing, naughty boy. On the third day, the boy heard the bleating of his sheep. He ran toward the sound and saw a huge wolf attacking the sheep. Once again, he shouted, "Help! A wolf is after my sheep."

Independent Practice: Summarize

Summarize: Put the big idea and key details of a reading section into your own words.

Good readers pause after certain sections of a text to summarize in their minds what they have just read. To summarize means to put the big idea and key details of a reading section in your own words. The main idea is the key point that an author wants to make about a topic. A good summary does not include minor details.

Directions: Read the paragraph and the summaries below. Place a checkmark in the box next to the best reading summary, and identify the big idea and key details in the space provided.

Unlike many snakes, pythons kill their prey without poison. Instead, pythons hunt down their prey and wrap themselves around it until it cannot breathe. Different types of pythons eat different animals. Large pythons may even eat deer or gazelles! Smaller pythons mostly eat smaller animals like rodents or reptiles. Pythons swallow their prey whole. It may take weeks to digest the food. Although they are big and strong, pythons do not usually threaten humans.

- ☐ Different types of pythons eat different animals. Pythons wrap themselves around their prey until it cannot breathe, and then they swallow their prey whole. Pythons do not usually threaten humans.
- ☐ Pythons squeeze their prey to death and swallow the animal whole. Large pythons kill large animals, while small pythons kill small animals.
- ☐ Pythons kill their prey without poison. Large pythons may eat deer or gazelles. Small ones eat smaller animals like rodents or reptiles.

Main Idea: _____

Important Detail: _____

Important Detail: _____

WRITE

Directions: Summarize the following paragraph in the space provided below.

The whaling industry reduced the world population of humpback whales to dangerously low levels in the last century. In addition to hunting, poisons have killed many whales. Sometimes the whales get trapped in fishing nets. Since the 1960s, most countries have agreed to ban hunting humpback whales. Fortunately, the humpback whales have increased in numbers recently, but they will remain on protected species lists.

SCRIP Comprehension Cues: Connect

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

Good readers monitor their comprehension by making connections as they read to other parts of the same text and the text to their own prior knowledge.

Everyone knows that it's easier to talk with and listen to someone with whom we have a solid connection—in other words, someone with the same interests and experiences. However, to understand each other well, the communication has to be a two-way, active process.

The same is true for reading. It's easier to read and understand texts which are interesting and include some connections to our own experiences. Reading, like conversation, is a two-way, active communication between the reader and the author. Good readers learn to pretend that the author is listening to them as they *talk with the text*.

To talk with the text, pause your reading at appropriate places to make two types of connections:

1. Connect one part of the text to other parts of the text. For example, in a story you might pause your reading to connect how a character has changed from the first part of the book to the end. Or in an article or textbook you might connect a certain problem to a solution, a cause to an effect, or convincing evidence to a stated reason.
2. Connect something in the text to something in your prior knowledge. For example, say you are reading the second book in J.K. Rowling's Harry Potter series, and the character, Voldemort, is mentioned. As you read, take time to recall what you know about Voldemort from reading the first book or watching the first movie.

Or you may be reading a section of a story in which the character shares her feelings about having no brothers or sisters. If you are a single child in your family, you know how the character feels and the advantages and disadvantages of being the only child. Or you may have read an article about the effects of birth order among siblings. Connect to that experience and knowledge. In other words, involve yourself and what you already know in the text as you read.

For the Teacher: Think Aloud to Teach Connect

Complete a *think aloud* on “Hansel and Gretel.” An effective think aloud involves reading the passage out loud and pausing frequently to interact with the text. Limit your interactions to the focus “Connect” SCRIP Comprehension Cue. 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.

“Hansel and Gretel”

Once there lived a poor woodcutter with his two children and their stepmother. The boy was named Hansel and the girl was named Gretel. There was a severe **famine** in the land and the family was starving. Desperate, the stepmother said out loud to herself, “The children must go, else all of us will die of starvation.”

The children were so hungry that they had not been able to sleep, and they had heard their stepmother.

At sunrise, the stepmother woke the two children, saying, “Get up, we are going into the forest to gather wood.” She gave them each a bit of bread and said: “That’s all we have. Save it for your lunch.”

The stepmother led the children deep into the forest. Seeing her plan, Hansel dropped a small crumb of bread every few minutes, so that they could find their way home. Once they were completely lost, the stepmother ran away, leaving Hansel and Gretel alone.

“Don’t worry, Gretel,” said Hansel. “I have left a path to guide us back home. We will wait until father gets home and follow the trail by moonlight.”

Unfortunately, a flock of birds found and ate the trail of bread crumbs. Now, the children really were lost. Looking for water, the children saw a lighted **cottage**. They knocked on the door and an old woman welcomed them in to eat. She told them that she would help them go home the next day. She gave Hansel his own room and had Gretel sleep in the kitchen.

However, in the morning, they found the door to Hansel’s room locked. The old woman said, “I’ve been hungry, too. Last night, I fed you the last of my food. Now, you two will be my next meal!”

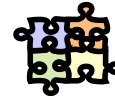
The old woman built a fire in her huge bread oven. Then, she told Gretel to open the oven door. But Gretel said, “The door is too heavy for me to open.”

As the old woman opened the door, Gretel gave her a shove into the oven. She shut the iron door and drew the bolt. How the old woman screamed! Gretel found an axe and broke the lock to Hansel’s room. As the children were leaving, Hansel caught a **glint** of light from something in a black pot by the door. The pot was full of precious rubies! Taking the jewels, they ran out into the woods. Just then, Hansel saw a bread crumb. The birds had not found all of them! The children followed the bread crumb trail back to their home.

Their father greeted them with a hug and said, “Your stepmother told me what she did and she left.”

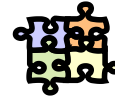
The children showed their father the rubies and told their story. The family of three lived happily ever after.

Connect



(1) What other stories feature a forest as a dangerous setting?

Connect



(2) What other stories have an old woman as an evil character?

Guided Practice: Connect

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

While reading, pay close attention to transition words or phrases which connect sentences and ideas. Read the types of transitions and examples. Brainstorm sentences with these transitions.

Definition

refers to, in other words, consists of, is equal to, means, in particular

Number or Sequence

first, firstly, primarily, initially, to start with, first of all, for one, second, secondly, last, lastly, finally, next, before, for another, following, subsequently, after, afterwards

Time

meanwhile, since, now, currently, during, recently, simultaneously, at that time, previously, then, eventually

Addition

also, another, in addition, additionally, plus, further, furthermore, moreover, as well, besides, what is more

Guided Practice: Connect

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

While reading, pay close attention to transition words or phrases which connect sentences and ideas. Read the types of transitions and examples. Brainstorm sentences with these transitions.

Example

for example, for instance, such as, is like, including, to illustrate, specifically

Explanation or Emphasis

in fact, regarding this/that, concerning this/that, as for, that is, for this purpose, with this intention, to the end that, in order that, in order to, so as to, lest, so, indeed, even, of course

Write a short paragraph including a variety of transitions.

Independent Practice: Connect

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

1. Connect one part of the text to other parts of the text.
2. Connect something in the text to something in your prior knowledge.

Directions: Read the passages and use the connection cues sentence-starters to help you make the two types of connections. Make up the information to fill in the blanks.

Connect Text to Other Parts of Text

The mean old man had been following the children in the desert for two days without any water. He finally caught up to them as they stopped at a beautiful oasis with palm trees and a lake.

This answers the part when _____.

This solves the problem of _____.

This reminds me of _____.

This happened because of _____.

Connect Text to Your Prior Knowledge

Students feel embarrassed at school in different situations. For example, when called upon to read aloud, many students feel uncomfortable. When asked a difficult question in class—

This is just like _____.

I read about this _____.

This is different than _____.

WRITE

Directions: Use these connection cues to begin the two types of connection in a story or article you are reading in class: “**This reminds me of...**” “**This is just like...**” “**This is different than...**” “**This answers the part when...**” “**This happened (or is) because of...**” “**This solves the problem of...**” and “**I read about this...**” Write a sentence for each.

SCRIP Comprehension Cues: Re-think

Re-think: Re-read and visualize to clarify meaning, and ask questions about the reading. Examine what the author says in a different way or from another point of view.

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.

For the Teacher: Think Aloud to Teach Re-think

Complete a *think aloud* on "Little Red Riding Hood." An effective think aloud involves reading the passage out loud and pausing frequently to interact with the text. Limit your interactions to the focus "Re-think" SCRIP Comprehension Cue. 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.

“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

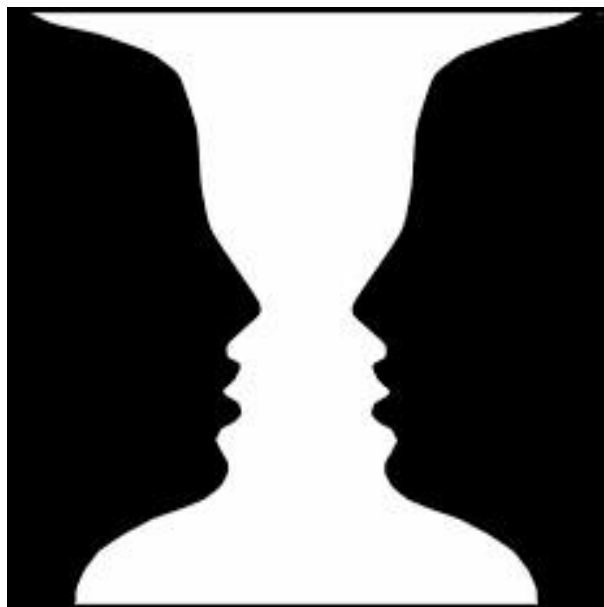


(2) Why might the grandmother have been tricked by the wolf?

Guided Practice: Re-think

Re-think: Re-read and visualize to clarify meaning, and ask questions about the reading. Examine what the author says in a different way or from another point of view.

Frequently, we need to re-think a difficult reading section 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.

What part of the **ROASTS Strategies** helped you better understand this paragraph?

Guided Practice: Re-think (Visualizing)

Re-think: Re-read and visualize to clarify meaning, and ask questions about the reading. Examine what the author says in a different way or from another point of view.

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. Next, read each stanza and discuss 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 quickly draw and color one picture for each stanza to visualize the scenes. You can do the same in the boxes above. Afterwards, tell students to read the poem out loud on their own once more and ask if their comprehension has improved because of the visualizations.

Independent Practice: Re-think

Re-think: Re-read and visualize to clarify meaning, and ask questions about the reading. Examine what the author says in a different way or from another point of view.

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: Use the **ROASTS** Strategies to re-think and explain a challenging paragraph.

SCRIP Comprehension Cues: Interpret

Interpret: Decide what the author means, and judge how, where, when, or why it was said and by whom. Draw a conclusion about what the author implies (suggests).

Interpretations are not simply the reader's opinions. Concentrate on what the author intends to say, not what you want the text to say. Readers must assume that the author has chosen to leave some of the meaning to be constructed by the reader. However, there are correct and incorrect interpretations of the text. To correctly interpret text, use these Interpretation Strategies:

Correct interpretation may require one, two, or all three of these strategies:

1. Segment or divide up what the author says and examine each part.
2. Put together different reading sections to determine what the author means.
3. Fill in the gaps between what the author says and what the author expects you to know already.

First, re-read the text which requires interpretation. Accept the plain meaning of the text, and the primary definitions of words, unless what the author says is confusing or inconsistent with what has been said before. Next, divide long sentences into chunks to isolate phrases and clauses to look for clues to meaning in each part. Also, use your knowledge of text structure: For example, if you are reading texts which provide an argument, information, or explanation, each detail in a paragraph must have something to do with the topic sentence (main idea). If you are reading a descriptive paragraph in a novel, focus on the subject, not plot events. If the text is dialogue, what is said or thought by that character must be interpreted from that character's point of view.

Second, think about other parts of the text and interpret as if putting together pieces of a puzzle. Readers need to assume that the text they are interpreting is consistent with other parts of the text, which may be easier to understand. Consider how your interpretation fits with the writing genre, the tone (the author's attitude e.g., humorous), the mood (the reader's feelings in response to the tone e.g., sad), and the theme (the author's message). Also, identify how the text is written, where and when the text appears in the reading, and why it is included. Think about the author's purpose when you interpret the meaning of challenging text.

Third, every author assumes that the reader has certain prior knowledge. Authors may choose to leave out some details because "everyone knows them" or because problem-solving entertains the reader. For example, a murder mystery author leaves clues or may even intentionally mislead the reader throughout a story to permit readers to do detective work on their own.

For the Teacher: Think Aloud to Teach Interpret

Complete a *think aloud* on "Goldilocks and the Three Bears." An effective think aloud involves reading the passage out loud and pausing frequently to interact with the text. Limit your interactions to the focus "Interpret" SCRIP Comprehension Cue. 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.

“Goldilocks and the Three Bears”

Once there was a little girl named Goldilocks. One day she went for a **stroll** in the forest. Soon, she came upon a house. She knocked and, when no one answered, she walked right into the house.

On the kitchen table, there were three bowls of **porridge**. Hungry, Goldilocks tasted the first bowl.

"This porridge is too hot!" she shouted. So, she Tasted the porridge from the second bowl.

"This porridge is too cold," she said. So, she tasted the third bowl of porridge.

"Ahhh, this porridge is just right," she said and she ate the whole bowl.

After she'd eaten the porridge, she immediately felt **exhausted**. So, she walked into the big room and saw three chairs. Goldilocks sat down in the first one.

"This chair is too big!" she sighed. Then she sat in the second chair.

"This chair is also too big!" she complained. Then she tried the third chair.

"Ahhh, this chair is just right," she said. But just as she sat down into the chair, it broke into pieces.

Goldilocks was very tired, so she went into the bedroom. She lay in the first bed, but it was too hard. She lay in the second bed, but it was too soft. Finally, she lay down in the third bed and it was just right. Then, she fell asleep. Soon, the three bears came home.

"Someone's been eating my porridge," said the papa bear.

"Someone's been eating my porridge," said the mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the baby bear.

"Someone's been sitting in my chair," growled the papa bear.

"Someone's been sitting in my chair," said the mama bear.

"Someone's been sitting in my chair and it's all broken," cried the baby bear.

They went upstairs to the bedroom and the papa bear growled, "Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too," said the mama bear.

"Someone's been sleeping in my bed and she's still there!" exclaimed baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, jumped up, and ran out of the room. Goldilocks ran down the stairs and out the door. Goldilocks never went back to visit.

Interpret (1) Why would three bowls of porridge be left out on the table?



Interpret (2) In the story, why does Goldilocks only like or use the things of the baby bear?



Guided Practice: Interpret

Interpret: Decide what the author means, and judge how, where, when, or why it was said and by whom. Draw a conclusion about what the author implies (suggests).

Sometimes friends may tell you exactly what they are thinking about you.

Examples: “I’m happy that you’re here.” “I’m mad at you!” “I don’t understand you.”

Other times they may imply (suggest) what they think with their gestures or actions. Use the facial clues and gestures interpret what your friend is saying to you in these pictures.



Independent Practice: Interpret

Interpret: Decide what the author means, and judge how, where, when, or why it was said and by whom. Draw a conclusion about what the author implies (suggests).

When interpreting a challenging section of reading:

1. Break up what the author says and examine each part
2. Put together different reading sections to determine what the author means
3. Fill in the gaps between what the author says and what the author expects you to know already.

Directions: Read each reading passage, interpret what is happening, and explain how you arrived at the meaning.

1. You wake up this morning and your hands and arms are swollen, red, and itchy with little red bumps. You walk downstairs to your mom, and she says, “Looks like you won’t be going to school today. Must have happened during yesterday’s hike in the woods. I’ll get the lotion.”

2. The cat’s fur stands on end, her ears are back, and she’s hissing.

3. Your teacher stands silently in front of the class, shaking his head. He crosses his arms and says, “I’m waiting...”

4. You look outside and the sky is a hazy gray-brown. You smell smoke on a gust of wind.

WRITE

Directions: Write two or three sentences to begin a novel that require interpretation by your reader. Leave clues in what you say to help us correctly interpret your opening.

SCRIP Comprehension Cues: Predict

Predict: Based upon what has happened or what has been said, guess what will happen or what the author will say next.

“Prediction is an ongoing process that actively engages the reader in two ways: The reader’s mind is a jump ahead, trying to figure out what is coming next (making new predictions), while at the same time the reader is revising and refining the old predictions” (Guisinger 2016).

When you reach a section in a story, article, or textbook in which the author seems to provide a hint or clue about what will happen next, pause to predict what will take place as a result. Check your predictions with what actually happens. If additional, related clues appear, adjust your prediction to reflect these clues.

Try to make specific predictions, not general ones. For example, you would probably not be surprised by a fortune in a fortune cookie which reads “Your life will have many ups and downs,” because the prediction is so general and could probably apply to everyone who gets that same fortune. However, if you open a fortune cookie to read, “Tomorrow at 3:10 p.m. you will get a call from someone you haven’t heard from in a long time,” you would be very interested in checking to see if the prediction comes true because of how specific the fortune reads.

To improve the accuracy of your reading predictions, use your knowledge of text structure. Knowing the structure of a story can help readers make informed predictions. With narrative text, knowing the elements and order of plots: basic situation, problem-conflict, rising action, climax, falling action, and resolution will inform predictions.

Recognizing literary devices such as foreshadowing, tone (the writer’s attitude e.g. serious and formal, and mood (the reader’s feelings in response to the tone e.g., suspicious) can assist the reader in making accurate predictions.

With informational/explanatory or argumentative text, knowing paragraph structure: topic sentence/claims, evidence/reasons/concrete detail, analysis/commentary and/or counterargument/refutations will help the reader more accurately predict the writer’s train of thought or line of argument.

For the Teacher: Think Aloud to Teach Predict

Complete a *think aloud* on “The Three Little Pigs.” An effective think aloud involves reading the passage out loud and pausing frequently to interact with the text. Limit your interactions to the focus “Interpret” SCRIP Comprehension Cue. 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.

“The Three Little Pigs”

Once upon a time there lived three little pigs. The first little pig was very lazy. He made his house out of straw. The second little pig was almost as lazy. He made his house out of sticks. The third little pig was not lazy. He was smart. This third little pig worked long hours to build a house completely out of brick.

One day, a wolf came into the pigs’ neighborhood. Smelling fresh **pork**, the wolf went up to the first pig’s house. He banged on the door and said, “Little pig, little pig. Let me in!”

“Not by the hair of my chinny-chin-chin,” **retorted** the first little pig.

“Then, I’ll huff, and I’ll puff, and I’ll blow your straw house down!” And he did so. But, as the house fell down, the first little pig escaped to the second pig’s house.

The hungry wolf next went up to the second pig’s house. He banged on the door and said, “Little pig, little pig. Let me in!”

“Not by the hair of my chinny-chin-chin,” responded the second little pig.

“Then, I’ll huff, and I’ll puff, and I’ll blow your stick house down!” And he did so. But, as the house fell down, the first and second little pigs escaped to the third pig’s house.

The very hungry wolf went up to the third pig’s house. He banged on the door and said, “Little pig, little pig. Let me in!”

“Not by the hair of my chinny-chin-chin,” responded the third little pig.

“Then, I’ll huff, and I’ll puff, and I’ll blow your brick house down!” said the hungry wolf. But, as much as he tried, the wolf could not blow the brick house down. So, the **famished** wolf climbed up the roof and jumped down the chimney.

Inside, the smart third little pig had been thinking. He knew that the wolf would not be able to get into the house any other way, than through the chimney. So he built a fire in the fireplace and boiled a huge pot of water.

The wolf slid right down into that boiling pot of water, and the three little pigs were saved.

Predict



(1) To where will the first and second little pigs escape?

Predict



(2) What will happen at the third pig’s brick house?

Guided Practice: Predict

Predict: Based upon what has happened or what has been said, guess what will happen or what the author will say next.

Directions: Read the section of the following story until the solid line. Stop and predict what will happen next and tell why you think so. From *Silver Skates* by Mary Mapes Dodge (1865).

In the Netherlands, a small country in Europe also known as Holland, much of their land is below sea level. The citizens of this country are called *Dutch* and the Dutch have worked hard over many centuries to push back the Atlantic Ocean and create more land. To keep the ocean water from flooding their land, they built long seawalls, known as dikes. Many of the dikes protect farms and villages throughout their country. One such village, famous for its wonderful cheeses and traditional festivals is the village of Haarlem.

One fine summer day a little Dutch boy and his even smaller younger brother left their home in the village of Haarlem with their lunch of cheese, bread, and two apples in a bright red pail to explore the countryside. The boys walked miles and miles through fields of many-colored tulips and windmills until they came to a tall dike. Both boys climbed up the steep bank of dirt, rocks, and grass until finally they reached the top. What a view they had! The Atlantic Ocean spread as far as their eyes could see, held in place by the dike that the boys just climbed.

After eating their lunch, the little Dutch boy lay down to take a nap on top of the dike. The cool ocean breeze soon had him drifting asleep. Meanwhile, his younger brother walked back down to the bottom of the dike to play. He carried the red bucket and planned to pick wildflowers to bring home to his mother.

Time passed and the little Dutch boy woke up to a bucket of water tossed in his face by his younger brother. The little Dutch boy was angry, but soon his anger was replaced by fear.

“Where did you get the pail of water?” asked the little Dutch boy.

“I filled the bucket from the water flowing out of a tiny hole in the middle of the dike,” replied the younger brother. “I was just having some fun. I’m sorry that I made you so angry.”

“Show me where that hole is right now,” said the little Dutch boy. He knew that a leak in a dike was a serious matter.

The boys hiked down the dike and found the hole.

“More water is coming out now than before,” said the younger brother. “Now the hole is as wide as my finger.”

“We’ve got to stop that leak and plug the hole so it won’t get bigger!” shouted the little Dutch boy. “I’ll figure something out while you run to the nearest farm to sound the alarm and get help,” he told his brother.

The little brother ran off to do as his older brother said, and the little Dutch boy put his finger into the hole to stop the leak until help arrived.

When three farmers arrived with pickaxes and shovels to repair the dike, each of them praised the boys for their quick thinking. That evening, after dinner, a group of townspeople came to visit and thank the boys.

“Hooray for the heroes of Haarlem!” they shouted. “You boys save our town.”

Independent Practice: Predict

Predict: Based upon what has happened or what has been said, guess what will happen or what the author will say next.

When you reach a section in a story, article, or textbook in which the author seems to provide a hint or clue about what will happen next, pause to predict what will take place as a result. Check your predictions with what actually happens. If additional, related clues appear, adjust your prediction to reflect these clues.

Directions: Read each reading passage and predict what will happen next in the spaces provided.

1. The little girl held tightly to the leash of her big dog. The dog walked lazily, smelling all the smells until he saw the calico cat, sitting on the porch chair.

2. The man slammed on the brakes of his expensive sports car in the middle of rush hour traffic. He jumped out and placed his wallet on the roof of the car while he talked loudly on his cell phone. I stopped in my tracks, a little afraid to pass the car. Suddenly, the man jumped in the car and sped away. His forgotten wallet flew off the roof and hundreds of dollars littered the street.

3. No football team had every come from this far behind to win a game. But with 10 seconds left in the game and one more play, the quarterback dropped back to pass from the 50 yard line.

4. “Please don’t make me!” screamed the child. “It will hurt too much!”
“It will soon be over, and the nurse will give you a treat,” the father said. “You have to get this done to attend school and keep other kids safe. You won’t need another one of these.”

WRITE

Directions: Write two or three sentences from a ghost story, which would suggest a clear prediction.

SCRIP Comprehension Cue Answers

Summarize

✓ Pythons squeeze their prey to death and swallow the animal whole. Large pythons kill large animals, while small pythons kill small animals.

Big Idea: Pythons squeeze their prey to death and swallow the animal whole.

Key Detail: Large pythons kill large animals.

Key Detail: Small pythons kill small animals.

Hunting, poison, and fishing nets have endangered the world population of humpback whales to dangerously low levels. But, since the 1960s, most countries have agreed to ban hunting humpback whales and numbers have increased.

Connect

This oasis solves the problem of lack of water.

This reminds me of “Goldilocks and the Three Bears.”

This is just like Answers will vary.

I see myself Answers will vary.

Re-think

1. A trick-or-treater was terrorizing our neighborhood.
2. Santa’s reindeer pawed at the ground, snorted, and looked at the bell tower clock, shaking their heads. Santa was implied.
3. She stared back at him with a disinterested glance that froze him in his tracks.
4. She left.
5. Although later she changed her mind, the teacher had cancelled the students’ recess due to poor behavior.
6. The teacher removed her punishment.

Interpret

1. You got poison oak or poison ivy or poison sumac. 1, 3
2. The cat is angry or scared. 2, 3
3. The teacher wants the class to be quiet. 2, 3
4. A fire is nearby. 2, 3

Predict

1. The dog will pull the little girl on a chase of the cat. **or** The dog will yank free from the leash and chase the cat.
2. Drivers will stop their cars and chase down the money.
3. The quarterback will complete the pass and the team will win.
4. The child will get a shot.

“The Cheetah” Reading Fluency #43

6	The cheetah is the fastest animal		
15	on land. Cheetahs can run as fast as most	cheetah	
22	cars over short distances. Unlike many cats,	gazelles	
29	cheetahs have a narrow waist, making them	generally	
38	smaller and less heavy than a lion or tiger.	vulnerable	
47	Their fur is rough and short. Their color is		
61	light brown and white with spots of black. Their tails have a ball of		
72	fur at the end. Unlike most big cats, cheetahs cannot roar.		
83	In Africa, cheetahs mainly live in the hot grassy areas. These		
96	areas are called the savannah. It can get very warm on the African		
106	savannah. Less frequently, cheetahs live in the mountains or in		
117	forests. They are mostly found in Africa, but some cheetahs also live		
120	in Asia.		
129	Cheetahs are carnivores. They eat mostly medium-sized animals like		
140	gazelles. Sometimes, they will hunt for zebras or wildebeests, too. While other		
153	big cats (like lions) hunt only at night, cheetahs hunt during the daytime. Also,		
166	while many animals use their sense of smell to hunt, cheetahs hunt with their		
181	excellent eye-sight. Once they have found their prey, they slowly follow until		
197	there is an open field. Cheetahs then use a burst of speed to catch their prey.		
208	Male cheetahs live in groups, while females live alone. Males are		
220	territorial. Females do not have territories; instead, they share land with other		
234	females. Females have about three to five babies at a time. The mothers raise		
249	these baby <i>cubs</i> for 18 months. During this time, the cubs learn how to hunt		
262	and avoid predators. After this time, the mothers leave their babies. The cubs		
273	stay together for another six months. After that, the females separate		
286	themselves from the group of their siblings. The males live together for life.		
303	As the smallest and least powerful predators in their habitat, cheetahs try to avoid contact with lions,		
321	leopards, hyenas, and wild dogs. Since cheetahs are designed for extreme bursts of speed and not for power,		
338	baby cubs are often targeted by these large predators. Mother cheetahs will defend their young and are		
348	sometimes successful. Males will form groups to chase off predators.		
365	Cheetah cubs have an unusually high death rate due to their predators. About 13,000 cheetahs still live		
381	in the wild today. Cheetah conservation efforts have been somewhat successful in South Africa and Iran.		
388	However, cheetahs are generally vulnerable to extinction.		
	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	

Note: Timing Charts Included in Program

“The Cheetah” Comprehension Worksheet #43

The cheetah is the fastest animal on land. Cheetahs can run as fast as most cars over short distances. Unlike many cats, cheetahs have a narrow waist, making them smaller and less heavy than a lion or tiger. Their fur is rough and short. Their color is light brown and white with spots of black. Their tails have a ball of fur at the end. Unlike most big cats, cheetahs cannot roar.

In Africa, cheetahs mainly live in the hot grassy areas. These areas are called the *savannah*. It can get very warm on the African savannah. Less frequently, cheetahs live in the mountains or in forests. They are mostly found in Africa, but some cheetahs also live in Asia.

Cheetahs are *carnivores*. They eat mostly medium-sized animals like gazelles. Sometimes, they will hunt for zebras or wildebeests, too. While other big cats (like lions) hunt only at night, cheetahs hunt during the daytime. Also, while many animals use their sense of smell to hunt, cheetahs hunt with their excellent eye-sight. Once they have found their prey, they slowly follow until there is an open field. Cheetahs then use a burst of speed to catch their prey.

Male cheetahs live in groups, while females live alone. Males are **territorial**. Females do not have territories; instead, they share land with other females. Females have about three to five babies at a time. The mothers raise these baby *cubs* for 18 months. During this time, the cubs learn how to hunt and avoid predators. After this time, the mothers leave their babies. The cubs stay together for another six months. After that, the females separate themselves from the group of their **siblings**. The males live together for life.

As the smallest and least powerful predators in their habitat, cheetahs try to avoid contact with lions, leopards, hyenas, and wild dogs. Since cheetahs are designed for extreme bursts of speed and not for power, baby cubs are often targeted by these large predators. Mother cheetahs will defend their young and are sometimes successful. Males will form groups to chase off predators.

Cheetah cubs have an unusually high death rate due to their predators. About 13,000 cheetahs still live in the wild today. Cheetah **conservation** efforts have been somewhat successful in South Africa and Iran. However, cheetahs are generally vulnerable to extinction.

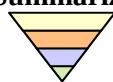
Note: Answers Included in Program

Re-think



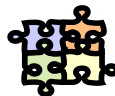
(1) How would the cheetah's speed assist them in hunting?

Summarize



(2) Summarize where cheetahs live.

Connect



(3) Why wouldn't cheetahs just chase their prey, rather than slowly following it?

Interpret



(4) How are male cheetahs different from female cheetahs?

Predict



(5) What changes in a habitat would help increase the cheetah population?

Sam and Friends



Mark Pennington

Illustrated by David Rickert

40

Pug is Sam's dog. Sam loves his dog and Pug loves Sam. Sam and his mom raised Pug since he was a puppy. Pug is a very grumpy old dog. In fact, Pug can be downright grouchy. Pug keeps a mean scowl on his face for most everyone except Sam. Pug knows that Tom is Sam's best friend and so Pug tolerates Tom, but only so much.

That dog barks, howls, and growls just for fun. And that dog is loud! And of course, Kit is not overly fond of Pug, and Pug does not like Kit much. But Sam likes Kit and so this is a problem.

Sam and Pug ride in Tom's van to work every morning. Pug goes to work with Sam each day to Sam's hot dog stand. After working at the hot dog stand, Sam and Pug ride home with Tom.

After work today, Sam and Pug will go with Tom to his house. Tom lives with his mom, dad, and sister in a large brown home, just south of town. Tom wants Sam to stay for dinner and help him beat the last level in his video game.

After Sam and Tom eat a snack, they play Tom's video game. Sam wants to help Tom get past the last level. After playing for a while, Sam says, "We had better stop for a bit. Pug needs to go out. Let's take a quick walk before dinner."

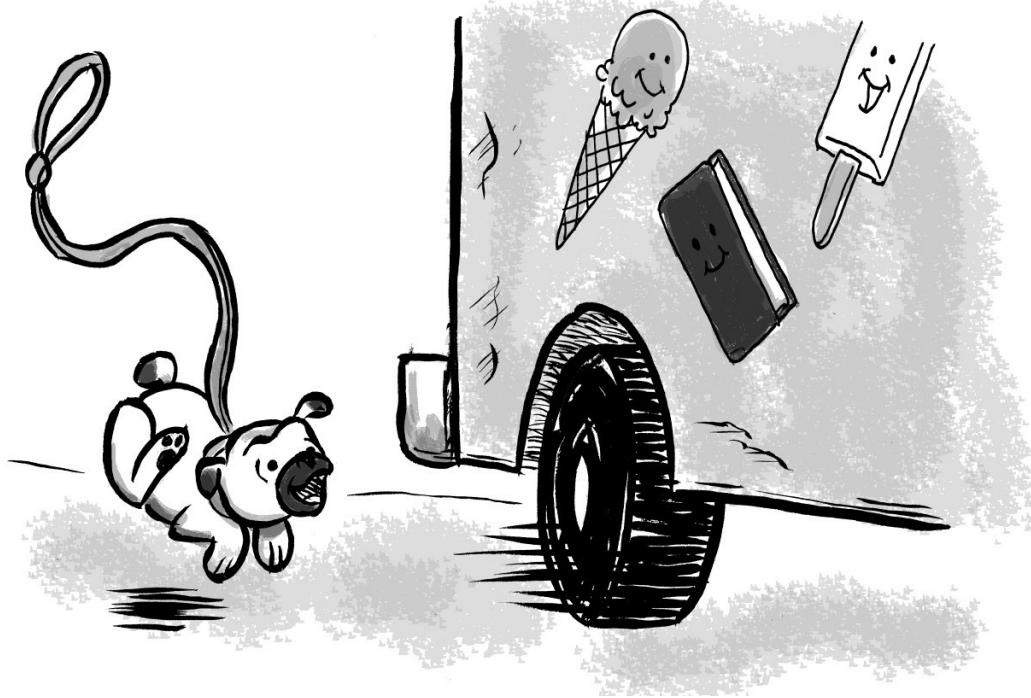
Interpret Why does Pug need to go out?



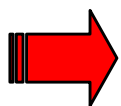
Sam has the leash on Pug and they all go for a walk outside. As they get to the corner, an ice cream truck passes by. Pug hates the man driving the ice cream truck. The ice cream man plays the same song everyday, and Pug hates that song. The song blares out of the truck's outside speakers.

"No, Pug!" shouts Sam. "Don't! Stay, Pug, stay. Ouch!"

Tom knows what will happen next. He's seen Pug react to an ice cream truck before. Pug jerked the leash out of Sam's hand and started chasing that ice cream truck.



Predict What will happen to Pug and the ice cream truck?



The ice cream truck is headed downtown. Tom and Sam hop in Tom's van and follow Pug. There is a street fair downtown and the ice cream truck parks in the town square. It's a huge crowd. You couldn't count the numbers.



Pug runs round and round the ice cream truck. The crowd of people in the town square stop what they are doing to see Pug.

"What a hound!" someone shouts.

It takes forever for Tom and Sam to get even close to the town square. At last Tom and Sam find a parking space. Sam jumps out of the van to get Pug.

Pug is jumping up and down, barking, growling, and howling at the ice cream man. The crowd thinks it's funny, but not the ice cream man. He can't get out of his truck to sell his ice cream. Pug just won't let him. Pug sits outside at the door.

Sam runs up to his dog and catches Pug by the leash.

"No, Pug, no!" shouts Sam.

Tom comes running up to the ice cream truck as well.

"Stop growling at the nice ice cream man, Pug. He's a nice guy!" yells Tom.

The ice cream man can now get out of his truck and sell his ice cream to the crowd. He has a mean scowl on his face as he glances at Sam and Pug, but he smiles at the crowd waiting to buy his ice cream.

Sam tries to make it up to the ice cream man by buying three ice cream cones: one for Tom, one for himself, and one for—

Re-think Why does the ice cream man smile at the crowd?





—Pug. Sam leans down and gives a cone to Pug. Pug starts licking it like crazy.

"Why does Pug get ice cream? He was a bad dog, twisting the leash out of your hand and chasing that truck," says Tom.

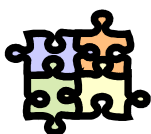
Pug can't help it," says Sam. "He's just a dog."

Pug sure loves the ice cream, but not the ice cream man. As they leave to go back to the van, Pug growls one last time at the ice cream man.

"Knock it off, Pug. Dogs that growl go to the pound," says Tom. "I know how to make dogs like you follow the rules."

Pug puts his head down low to the ground and keeps on walking. He does not want to go to the pound. He had better follow the rules while Tom is with Sam in town.

Connect Why won't Pug mind Sam as much as Tom?



Sam is proud of his dog, but Pug does need to mind Sam better. "Thanks for your help, Tom. I had better spend some time training Pug not to jerk on the leash and to stay when I tell him 'Stay.'"

"That makes sense," says Tom.

"Pug sure liked his ice cream," says Sam.

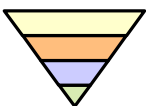
"Now that he knows what that truck sells, maybe Pug won't think that the ice cream man is so mean. Maybe he won't chase the ice cream truck," says Tom.

"Maybe. But that ice cream is so tasty, it makes me want to chase that truck," says Sam.



Summarize

Re-tell this story in your own words.



Sounds and Spellings

/ow/ as in cow _ow, ou_ very any

Word Fluency

very	any	burning	town	thin
owls	pretty	thinking	thought	door
enough	clown	front	hurts	only
out	many	live	through	ours
mouse	guess	down	very	four
could	churn	any	pretty	said
crowd	nothing	against	clouds	doubt
any	turned	burps	ocean	very
again	pout	pronoun	loud	found

30 Second Timings (# of Words Correct)



Sam and Friends



Mark Pennington

Illustrated by David Rickert

46

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

Though Sam does not yet know it, he has just made a drastic 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 Oakhills.

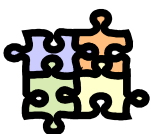
After reading the debate topic of "Gender Equity in High School Sports," Sam whispers to Kit that boys sports are more important than girls sports and should receive most of a school's funding.

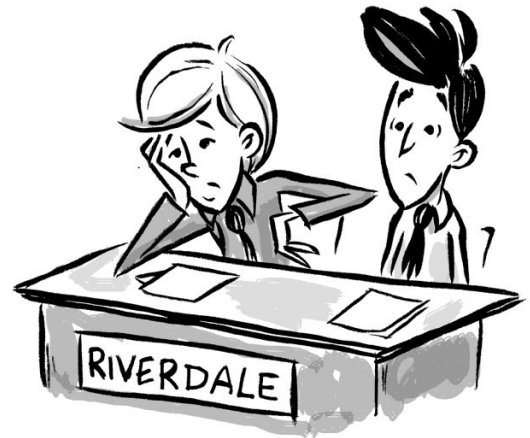
Kit is shocked, but has no time to respond to Sam, because the head judge has just welcomed the audience and reminded everyone to silence their cell phones and end any conversations.

Oakhills High School has two girls who start on their debate team. Deb has been selected to give the closing arguments by her debate coach. The opposing debate team from Riverdale 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 (Substitute Debater)." The Riverdale team is from City Center and won the debate with Oakhills last year.

Connect

Why would Kit be shocked at Sam's opinion?





As home team, the Oakhills 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 whispers to Kit, "Too bad for Deb. Oakhills 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 Riverdale team was soundly beaten on all debate points.

Deb was fantastic. The judges declare Oakhills 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.

Interpret Why does Kit glare at Sam and say nothing to him?



When they get into the car, the teenagers sit in 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 knew Deb's team would win. It was a cinch," says Deb's dad. "I've been waiting all day for this feast!"



Re-think Why would Sam be very quiet after the de-



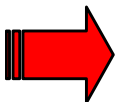
The food is classic Chinese. The girls talk non-stop throughout dinner. Deb's parents mostly listen. Sam munches egg rolls and cashew chicken, but seems to be in deep thought.



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."

Predict 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 Oakhills Boys Varsity Basketball Team."

"Shouldn't that be changed to the Oakhills 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. "Too bad that the Oakridge Ladies 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 Deb's 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.

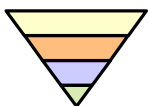
"Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Ladies Varsity Basketball Team, not the boys team."

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



Summarize

Re-tell this story in your own words.



Sounds and Spellings

Soft /c/ c[e,i,y] Hard /c/ _c

above

floor

Word Fluency

build

though

center

cinch

panic

cyclone

comic

floor

four

front

above

cedar

door

cigar

floor

cyst

thought

above

enough

gender

cell

frantic

ginger

gated

floor

very

decimeter

truth

any

above

cylinder

lose

build

cider

edgy

guy

muscle

cement

listen

floor

classic

legacy

license

cent

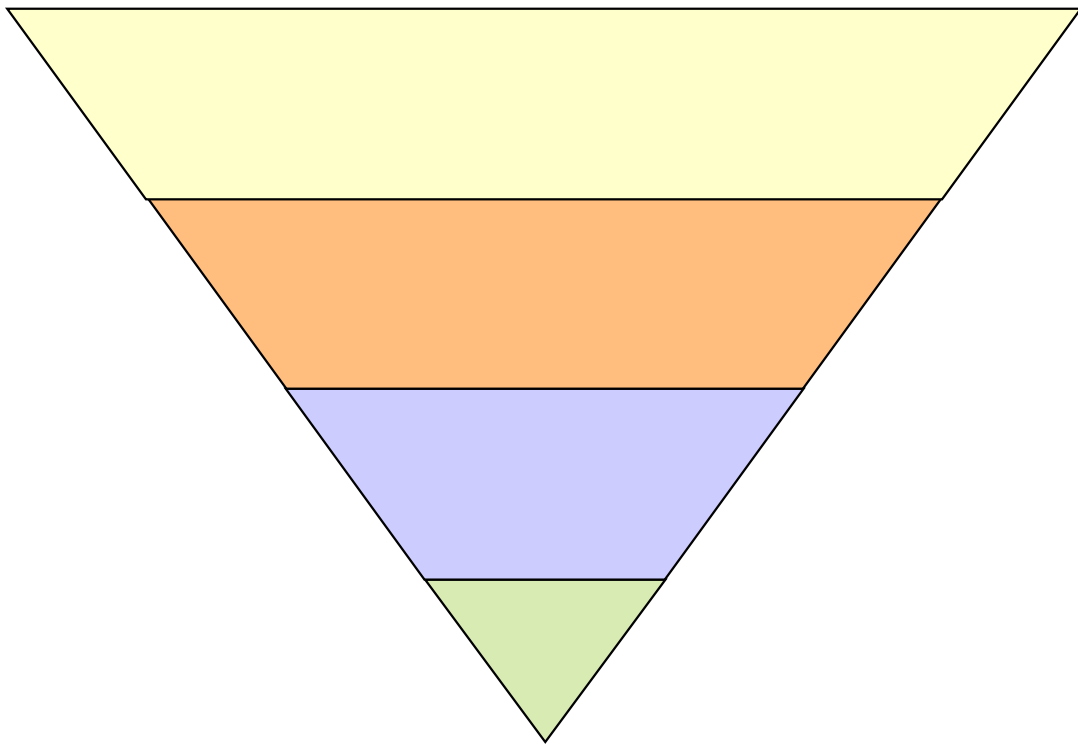
budge

30 Second Timings (# of Words Correct)



Summarize

- ☑ Put the big idea and key details into your own words.

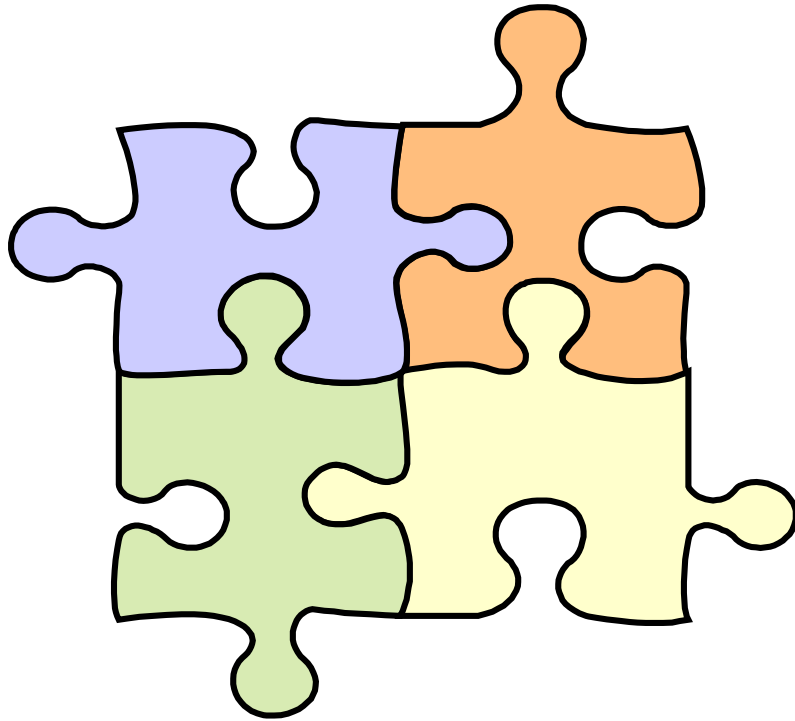


Narrative—Tell *Who, What Happened, Where, and When*

Expository—Tell *Who, What, Where, When, and How*

Connect

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



Narrative—Tell how a character, setting, or plot element relates to a previous section of the story.

Expository—Brainstorm what you already know about the topic.

Re-think

- ☑ Re-read and visualize to clarify meaning, and ask questions about the reading.
- ☑ Examine what the author says in a different way or from another point of view.



Narrative—Tell how a character, setting, or the plot has changed.

Expository—Tell how viewpoints or ideas compare to or refer to others.

Interpret

- ☑ Decide what the author means, and judge how, where, when, or why it was said and by whom.
- ☑ Draw a conclusion about what the author implies (suggests).

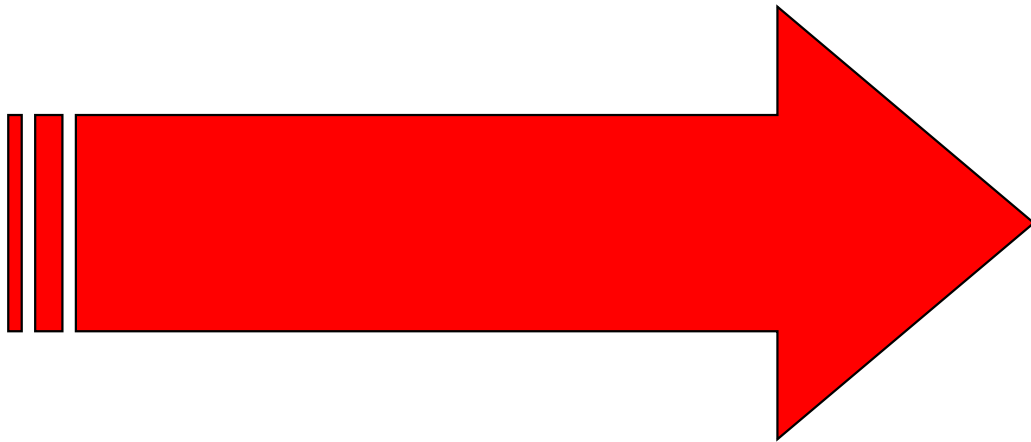


Narrative—Tell what a change in character or plot development means.

Expository—Tell how the author explains the topic or argues the ideas.

Predict

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



Narrative—Tell how the plot will advance next or how a character will change. Confirm your predictions.

Expository—Tell what information or evidence the author should present next. Confirm your predictions.

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Comprehension Cues

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