

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 effect 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

1. Read and explain the purpose of the focus comprehension cue.
2. Pre-teach the three bolded vocabulary words in the focus comprehension cue fairy tale.
3. Complete a think aloud for the focus comprehension cue fairy tale to demonstrate how to “think about” and “monitor” one’s comprehension during the reading.
 - 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.

“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?"

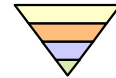
An old man responded, "That's what happens to those who lie. Sooner or later, no one believes them."

Summarize



(1) Summarize why the boy lied.

Summarize



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

“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.

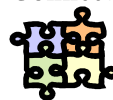
However, in the morning, they found the door to Hansel’s room locked. The old woman said, “I’ve been hungry, too. Last night, I fed you the last of my food. Now, you two will be my next meal!”

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.

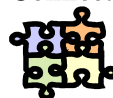
Their father greeted them with a hug and said, “Your stepmother told me what she did and she left.” The children showed their father the rubies and told their story. The family of three lived happily ever after.

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?

“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?

“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?



“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?

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



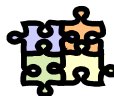
(1) How would the cheetah's speed assist them in hunting?

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."

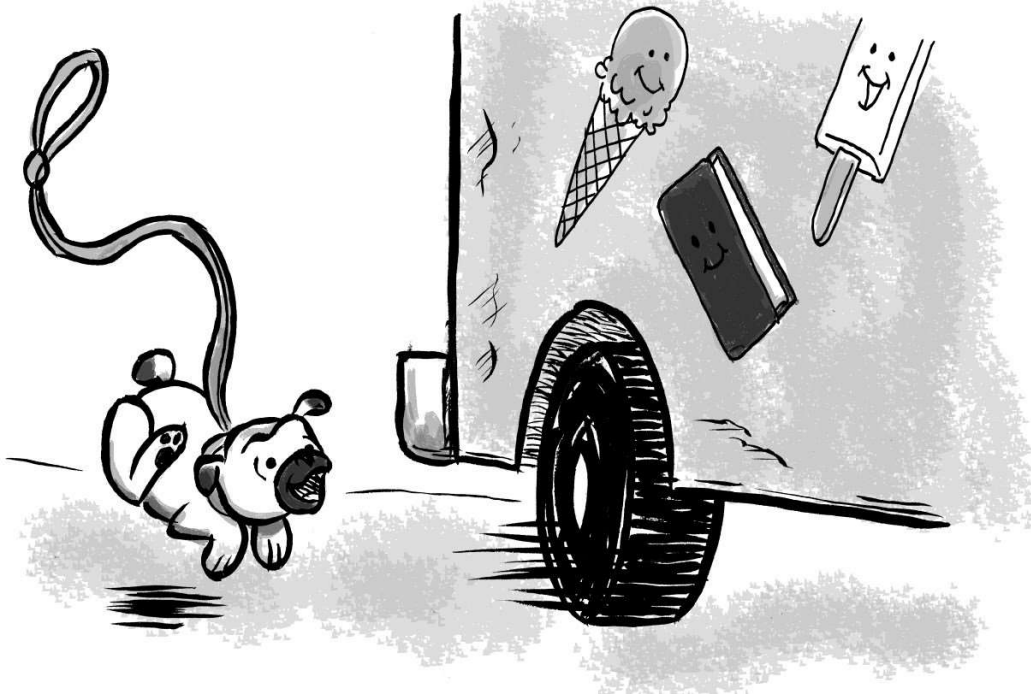
Interpret Why does Pug need to go out?



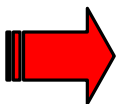
Sam has the leash on Pug and they all go for a walk outside. As they get to the corner, an ice cream truck passes by. Pug hates the man driving the ice cream truck. The ice cream man plays the same song everyday, and Pug hates that song. The song blares out of the truck's outside speakers.

"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.

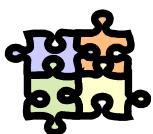
Pug can't help it," says Sam. "He's just a dog."

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.

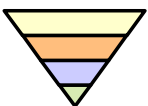
"Now that he knows what that truck sells, maybe Pug won't think that the ice cream man is so mean. Maybe he won't chase the ice cream truck," says Tom.

"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.

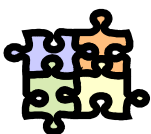
After reading the debate topic of "Gender Equity in High School Sports," Sam whispers to Kit that boys sports are more important than girls sports and should receive most of a school's funding.

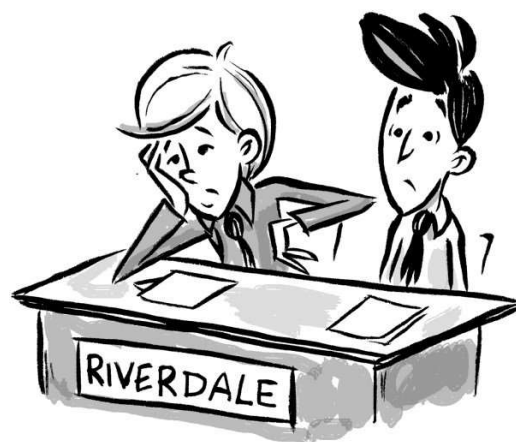
Kit is shocked, but has no time to respond to Sam, because the head judge has just welcomed the audience and reminded everyone to silence their cell phones and end any conversations.

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-



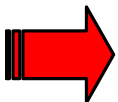
The food is classic Chinese. The girls talk non-stop throughout dinner. Deb's parents mostly listen. Sam munches egg rolls and cashew chicken, but seems to be in deep thought.



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.

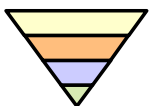
"Sam, you got me thinking and so did that fortune cookie. I've decided to play for the Ladies Varsity Basketball Team, not the boys team."

"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)



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Comprehension Cues

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.

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