



Read To Me

Reading Readiness



Reader: _____ Room: _____

I can:

- | |
|---|
| Listen to 500 books. |
| Follow a story from page to page, left to right. |
| Listen to a book with a group. |
| Talk about what I see in the pictures. |
| Talk about things that happen in the book. |
| Make up my own story from the pictures. |
| Pretend read and retell the story. |
| Point to where the words are on the page. |
| Choose to sit and "read" a book during free time. |
| Read at home every day. |
| Sing the alphabet song. |

I can talk about the pictures and the story:

- **Make connections to my own life**
"Oh, look! He looks just like my teacher!"
- **Make predictions**
"I know! She's going to help the puppy!"
- **Ask Questions**
"What do spiders eat?"

x y z



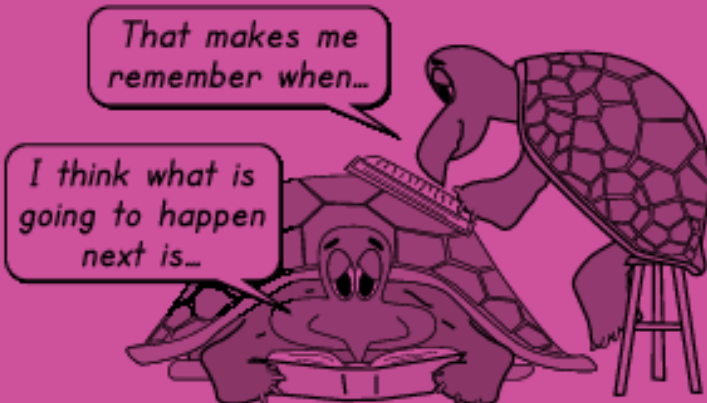
Copyright © 2010 by American Reading Company™



Read Together Every Day

- | |
|--|
| 1. Get a snack. |
| 2. Have your child choose a book. |
| 3. Turn off the TV and the radio. |
| 4. Snuggle up. Relax together. |
| 5. Have fun with the book. |
| 6. Ham it up. Use different voices. |
| 7. Don't test your child. |
| 8. Talk with your child about the pictures. |
| 9. Talk about what the characters in the book are doing. |
| 10. Think out loud about what you are reading and what you notice in the pictures. |

A B C



Copyright © 2010 by American Reading Company™



1-3Y: Skills Card

Reader: _____ Room: _____

Active Reading Habits

Listen to books read aloud.
"Read" by myself.
Read at home every night.
Tell someone what the book was about.

1Y Listen to and remember the pattern in Yellow books. Use the pattern and pictures to read the rest of the book.

2Y Point to each word as I read. Use the spaces to separate words.
Try again if what I say doesn't match the number of words.

3Y Make the sound of the first letter of the new word on the page, check the picture, then say something that matches both.

I can get my mouth ready for:

b	c	d
f	g	h
j	k	l
m	n	p
r	s	t
v	w	z



1Y: I use the pattern and picture to read each sentence.

2Y: I touch each word as I read.

3Y: I make the sound of the first letter, check the picture then say something that matches both.

I see a coat.



I see a dollar.



I see a frog.



I see a lady.



I see a puppy.



I see a cup.



I see a crocodile.






1G: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Read 1G Power Words at Flash Speed.
2. When you come to a word you don't know, make its first letter sound.
3. Look at the pictures for clues.
4. Say one word for each written word.
5. Stop if something doesn't look right, sound right, or make sense, and try again.
6. Reread when I'm stuck.
7. Tell someone what the book was about: main topic and key details.
8. Hear words that do and do not rhyme (cat/fat; cat/dog).
9. Read by myself for 15 minutes without getting tired.
10. Read at home for at least 30 minutes every night.

Make the first letter sound for all consonants.

b	c	c [*]	d
f	g	g [*]	h
j	k	l	m
n	p	q	r
s	t	v	w
x	y	z	

* soft sound

Copyright © 2010 by American Reading Company®



1G Power Words

a	all	am	an
and	are	at	be
big	can	can't	come
do	down	for	get
go	had	has	have
he	here	I	in
is	it	like	little
live	look	lots	love
me	my	no	of
on	one	said	see
she	that	the	there
they	this	to	up
want	was	we	went
what	where	who	why
will	with	yes	you

Copyright © 2010 by American Reading Company®



2G: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Read 2G Power Words at Flash Speed.
2. When you come to a word you don't know, use its first two letter sounds as a clue.
3. Use the pictures for clues.
4. Stop and try again if something doesn't look right, sound right, or make sense.
5. Reread when stuck.
6. Tell someone what the book was about: main topic and key details.
7. Retell a story someone reads to you.
8. Say words that rhyme, some with blends (fat/flat).
9. Read by myself for 15 minutes without getting tired.
10. Read at home for at least 30 minutes every night.

Use the first two letters to start a word.

br	cr	dr	fr	gr	pr
tr	wr	bl	cl	fl	gl
pl	sl	sc	sk	sm	sn
sp	st	sw	tw		
ch	sh	th	wh		

Contractions

can't didn't couldn't it's I'll we're
don't wasn't shouldn't he's we'll you're
won't aren't wouldn't she's you'll they're

Number Words

one two three four five six
seven eight nine ten zero



2G Power Words

about	animal	as	beside	boy
but	by	came	could	day
did	does	eat	from	fun
gave	girl	give	goes	going
good	got	happy	her	him
his	home	house	how	if
into	jump	make	many	new
not	now	off	oh	or
our	out	over	play	put
ran	saw	says	some	stop
take	them	then	these	too
under	were	when	would	your

Days of the week

Monday Tuesday Wednesday Thursday
Friday Saturday Sunday week

Colors

red yellow pink green purple
orange blue white brown black

Family members

mom dad sister grandfather aunt baby
mother father brother grandmother uncle family

Shapes

circle square triangle rectangle oval

Direction words

over under around inside
through across above outside



1B: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Cover parts of one-syllable words to find chunks you know.
2. Think of a word that looks the same and rhymes (If a-m is "am", then h-a-m is "ham.")
3. Use final "e" rule to figure out new words (us/use).
4. Use long vowel teams to figure out new words (eat, air, pie, toe, glue).
5. Use "r" chunks to figure out new words (ar, er, ir, or, ur).
6. Use blends at the end of words (desk/wish).
7. Stop and try again when something doesn't look right, sound right, or make sense.
8. When I get stuck, I say "blank," read on, and come back to fill in the tricky word.
9. Retell the important events in a story in the correct order.
10. Tell what the book was about: main topic and key details.
11. Read by myself for 15 minutes without getting tired using a whisper voice.
12. Read at home for at least 30 minutes every night.

Use words I know to figure out new words.

my	by	fly
this	miss	kiss
like	bike	Mike
will	fill	still
out	shout	about

Use final "e" rule.

hop	hope
plan	plane
cut	cute
pet	Pete
Tim	time

Use "r" chunks.

-ar	-er	-ir	-or	-ur
car	her	girl	for	purple

Copyright © 2010 by American Reading Company®



1B Power Chunks

	1B Easy		1B Hard		2B
Short vowels	am	ham	clam	cramp	camper
	an	fan	Stan	plank	planet
	at	rat	flat	chats	patted
	get	pet	Bret	frets	petal
	ten	den	glen	blend	center
	will	fill	chill	spills	silly
	in	fin	grin	print	inches
	it	pit	spit	twitch	kitchen
	not	dot	plot	spots	bottle
	but	cut	shut	crutch	butter
Long vowel/final "e"	jump	bump	clump	pumps	trumpet
	came	name	blame	framed	named
	make	wake	shake	brakes	faking
	like	bike	spike	hikes	biking
	time	dime	grime	crimes	chimed
	write	bite	spite	kites	invite
	those	nose	chose	closed	suppose
Long vowel teams	over	wove	stove	cloves	clover
	rain	pail	train	chains	draining
	day	way	clay	trays	crayon
	eat	sea	flea	bleach	beagle
	see	fee	tree	queen	degree
	boat	road	croak	groans	coaster
Tricky vowels	blue	Sue	true	glued	argue
	too	zoo	shoot	hoops	moody
	look	book	stood	hooks	hooded
	know	row	grow	known	willow
	down	wow	plow	crowd	powder

Copyright © 2010 by American Reading Company®



2B: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Figure out two-syllable words built from basic chunks.
2. Read compound words (something, everybody).
3. Read words with these endings (-ed, -er, -ing, -es, -y, -le, -est).
4. Use double consonant rule (hoping/hopping).
5. Stop and try again when something doesn't look right, sound right, or make sense.
6. Use what I know to figure out what I don't know.
7. Read with just my lips moving or in a whisper voice.
8. Read for 15 minutes without getting tired.
9. Read at home for at least 30 minutes every night.
10. Read fiction, nonfiction, and poetry.

Comprehension: Support all answers with evidence from the text.

1. Is this fiction or informational? How do you know?
2. Answer *why*, *how*, and *what if* questions.
3. What connections can you make to your own life?
4. Do you think this is a good book? Why or why not?

Literature

5. Retell the story in correct sequence.
6. Tell 3 things about the main character. Compare him/her to other characters.
7. What is the problem and how is it solved?
8. What is the setting, time and place?
9. What is the most important part of the story? Why?
10. Do you think this is a good story? Why or why not?

Informational Text

11. Tell the main idea and details that support it.
12. Give one fact you learned from the pictures and one fact you learned from the words.
13. What is the one thing the author wants you to remember from this book? How do you know?
14. What text features does your book have for finding information quickly? Show how you can use them.



2B: Power Chunks

1B Chunks	2B Readers Can Figure Out These Words				1R	
	Vowel Pattern	Inflectional Endings	Compound Words	First Vowel Short	First Vowel Long	3 Syllables
ten	ten	mending	mailmen	hopped	hoped	energy
eat	eat	teaching	earmuff	apple	table	disappear
boat	boat	loaded	railroad	wrapper	paper	unloaded
rain	rain	gained	brainstorm	dinner	diner	remaining
see	see	needy	sheepdog	paddle	cradle	sleepier
day	day	mayor	hayride	buddy	Rudy	holiday
her	her	germs	herself	hobby	bony	personal
girl	girl	chirps	birdbath	written	biting	thirstier
car	car	stars	barnyard	summer	tuner	apartment
purple	purple	return	tumpike	pepper	steeper	surrounded



1 R: Skills Card

Reader: _____ Room: _____

Active Reading Habits

1. Figure out three-syllable words built from basic chunks (won-der-ful).
2. Use three-letter blends (splash/catch).
3. Figure out two-syllable words with long vowels (Ruby, even).
4. Read words with these endings (-y, -ly, -ler, -lest)
5. Use all vowel combinations to read new words (ew, oy, oi, ou).
6. Stop and try again when something doesn't look right, sound right, or make sense.
7. Read comfortably and with expression, using punctuation.
8. Read silently for 30 minutes without getting tired.
9. Read at home for at least 30 minutes every night.
10. Read fiction, nonfiction, poetry, fables, and folktales.

Comprehension: Support answers with evidence from the text.

1. Is this fiction or informational? How do you know?
2. Answer *how*, *why*, and *what if* questions.
3. What connections can you make to your own life?
4. What information do the pictures add to this book?
5. What did the author do well in writing this book?

Literature

6. Retell the story in 3 sentences:
In the beginning...
In the middle...
In the end...
7. Describe the main characters.
How do they react to events in the story?
8. Describe the setting, where and when the story takes place.
9. Read a good part out loud, using different voices for different characters.
10. What is the lesson or moral of this story? How do you know?

Informational Text

11. Tell the main idea and details that support it:
• Whole text
• One paragraph
12. What did you learn from your reading?
13. What questions do you have?
14. What text features does your book have for finding information quickly? Show how you can use them.
15. Why do you think the author wrote this book? What was the most important thing s/he wanted us to learn?



1R: Flexible Phonics

1R Easy	1R Hard	2R
<p>Be able to use these beginnings.</p> <p>sh- thr- spr- spl- scr- str- squ- sch-</p> <p>Be able to use these suffixes.</p> <p>-s/-es -ed -le -est -ing -y -er -ly</p> <p>Know these vowel teams.</p> <p>au naughtily oy enjoyed oi choice ei weight ew newspaper</p> <p>Try different sounds for these vowel teams.</p> <p>ea heaven greasier ie fireflies emptied y bakery butterfly ow snowiest downstairs ou outstanding couldn't oo understood droopier</p>	<p>Be able to use these beginnings.</p> <p>kn- gn- wr- ph- knotted gnawing wrench phony</p> <p>Be able to use these suffixes.</p> <p>-ler easier funnier -lest easiest funniest -ly easily happily</p> <p>Be flexible with vowel sounds. Try one, try another until you recognize the word.</p> <p>Try long vowel first.</p> <p>Abraham electric idle opener universe vacation decided finally potato Jupiter</p> <p>Try short vowel first.</p> <p>America example important octopus umpire valentine several history probably underline</p> <p>Try different vowel sounds until you get the word.</p> <p>superman different principal beginner bicycle mystery triangle bicycle possible Africa</p>	<p>Be able to use these prefixes.</p> <p>un- unsweetened unpleasant re- recharge replay mis- misbehave mis- misunderstand</p> <p>Be able to use these suffixes.</p> <p>-ful tasteful -ful thoughtful -able reasonable -able washable -tion celebration -tion imagination</p> <p>Be flexible when decoding 3 or more syllables.</p> <p>nation national divide division electric electrician educate educational</p>



2R: Skills Card

Reader: _____ Room: _____

Active Reading Habits

- Figure out 3- and 4-syllable words familiar from everyday speech, including names.
- Try different sounds for the letters or chunks in a new word until you recognize the word.
- Use prefixes and suffixes to figure out words (un-, re-, mis-, -ful, -able, -tion, -ly, -ier, -est).
- Stop and self-correct when something doesn't look right, sound right, or make sense.
- Finish at least one 2R chapter book every week.
- Visualize as you read books with few or no illustrations.
- Read fluently and with expression, using punctuation.
- Read silently for at least 30 minutes without getting tired.
- Read at home for at least 30 minutes every night.
- Read fiction, nonfiction, poetry, plays, fables, and folktales.

Comprehension: Support answers with evidence from the text.

- Is this fiction or informational? How do you know?
- Answer why, how, and what if questions.
- What connections can you make to your own life?
- What did the author do well in writing this book?

Literature

- Retell the story in 3 sentences:
In the beginning...
In the middle...
In the end...
- Describe the main characters.
How do they react to events in the story?
- Describe the setting, where and when the story takes place.
- Read a good part out loud, using different voices for different characters.
- What is the lesson or moral of this story? How do you know?

Informational Text

- Tell the main idea and details that support it.
- What text features does your book have for finding information quickly? Show how you can use them.
- What did you learn from your reading?
- What was fact and what was opinion? How do you know?
- What questions do you have?



2R: Flexible Phonics

2R readers can figure out any word they know from everyday speech.

Be flexible with letter sounds. Try one, try another, until you recognize the word.

Tricky Vowels	I says I	Vowels split	y says e	y says I
	radio	create	celebrity	simplify
	stadium	piano	democracy	notify
	experience	museum	envy	apply
	appreciate	diagram	personality	identify
Tricky Consonants	sl says sh	s says sh/zh	f says kh	c says s (soft c)
	television	sure	future	celebrate
	decision	sugar	creature	certain
	explosion	measure	fracture	introduce
	conclusion	tireasure	nature	Pacific
Tricky Consonants	ch says k	ch says s	ch says k	ch says k
	schools	scholarship	character	stomach
	headache			

Be able to read words with prefixes or suffixes. Tell how they change the meaning of the word.

Prefixes and Suffixes	un-	re-	mis-	-ful	-able	-ation
	uncover	relead	misjudge	careful	dependable	separation
	unable	recycle	misspell	colorful	breakable	fascination
	untangle	repay	mistreat	graceful	predictable	multiplication
	unequal	remodel	mismatch	thoughtful	lovable	refrigeration
Prefixes and Suffixes	un-	re-	mis-	-ful	-able	-ation
	unhappy	renew	misbehave	beautiful	acceptable	celebration



Wt: Skills Card

Reader: _____ Room: _____

Comprehension

Provide specific information from the text for each of your answers.

Literature

1. Describe the setting (time and place) and compare it to other stories.
2. Describe the characters and how their traits influence the unfolding of events in the story.
3. Retell the key events of the plot in chronological sequence.
4. Identify the narrator. Is the story told in 1st or 3rd person?
5. Describe the central problem and explain how it is resolved.
6. What is the central message, lesson, or moral? How did the author convey it?
7. How is your point of view on the theme or conflict different or the same as the narrator's or the characters'?
8. Find an example of figurative language and explain what it means.

Informational Text

9. What is the main idea and how do you know?
10. What key facts or ideas support the main idea?
11. Does the author state any opinions? What is the author's point of view? How do you know? How is yours different?
12. What questions would you ask the author?
13. Show how you can use text features to locate information in the text.
14. Explain how the author organizes the information (time sequence, steps in a procedure, pro/con compare/contrast, cause/effect).

Range of Reading and Level of Text Complexity

1. Finish a chapter book every week.
2. Read an hour a day, including 30 minutes at home.
3. Read something you like from each of these genres:
 - Traditional tales (fables, folktales, myths)
 - Poetry and drama
 - Contemporary fiction and other stories
 - Informational text (science, history/social studies)

Wt: Academic Vocabulary

Be able to define and give examples of the following:

Literature

fiction	legend	theme	narrator
genre	drama	moral	point of view
traditional tale	scene	central message	1st person
folktale	dialogue	author's purpose	3rd person
culture	setting	conflict	character
myth	plot	resolution	poetry
fairy tale	sequence of events	connections	stanza
fable	chronological order	similar	rhythm

Informational Text

nonfiction	text features	graphic features	text summary
history	index	visual organizers	main topic
social studies	table of contents	timeline	main idea
science	glossary	diagram	key details
text	introduction	chart	support
fact vs. opinion	conclusion	graph	evidence

Language

literary vocabulary	phrase	prefix	unfamiliar
everyday speech	paragraph	suffix	substitute
multiple meanings	context clues	root	fluency
literal vs. nonliteral	context	closed syllable	rate
technical vocabulary	synonym	open syllable	expression
subject area	antonym	punctuation	oral reading

Use prefixes and suffixes to figure out the meaning of words.

Prefixes	un-	re-	mis-	dis-	non-	over-	under-	im-, in-, il-, ir-
Suffixes	-able	-tion -sion	-en	-like	-ant -ent	-ment	-less	-ful





Bk: Skills Card

Reader: _____ Room: _____

Comprehension

Provide specific information from the text for each of your answers.

Literature

- Using specific details from the text, describe in depth:
 - a major character.
 - a minor character.
 - the narrator (1st or 3rd person).
 - the setting (time, place, historical era).
 - a key event.
- Retell the key events of the plot in chronological sequence.
- What is the theme of the text? How do you know?
- What other things have you read with a similar theme? How does this compare?
- Identify an example of figurative language (e.g., simile or metaphor). Describe its meaning and effect.
- What form (genre) of literature is this? How do you know? Describe its basic structural elements.

Informational Text

- Tell the author's main idea in one sentence.
- List the key facts and ideas that support the author's main idea.
- Summarize the information presented. Tell exactly what happened and why. Use specific information from the text.
- What do you think is your author's opinion or perspective on this material? How is it different from yours?
- How did the author organize the information (e.g., chronological order, compare/contrast, pro/con, cause/effect, problem/solution, exposition)?
- Was this a firsthand or secondhand account? How do you know?
- Explain one of the graphic features in the text (charts, graphs, diagrams, time lines, maps, tables) and describe how the information adds to the rest of the text.

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.

Range of Reading

- Complete a chapter book each week.
- Get hooked on a series or author and go on a reading binge.
- Read for an hour a day, including 30 minutes at home without anyone reminding you.
- Read biography, contemporary fiction, traditional tales, poetry, drama, science, and history.
- Read silently, faster than you can talk, but with good understanding.



Bk: Academic Vocabulary

Be able to define and give examples of the following

Literature

structural elements	prose	traditional literature	contemporary fiction
character traits	verse	mythology	historical fiction
major	meter	quest	science fiction
minor	cast	good vs. evil	biography
attributes	stage directions	hero tale	autobiography
motivations	version	story line	graphic novel
turning point	visual element	prediction	summarize
perspective	visualize	retell	describe

Informational Text

text structure	problem/solution	firsthand account	essential
chronological order	chronology	secondhand account	nonessential
compare/contrast	comparison	speculate	specific
pro/con	position	conclude	general
sequential order	persuasive	explicit	section
logical order	focus	implicit	passage

Language

figurative language	metaphor	adage	Latin
literal meaning	simile	proverb	formal English
nonliteral meaning	idiom	Greek	informal English

What words do you know that come from these Greek and Latin (number) roots?

semi	mon uni	bi	tri	quad	pent	oct	dec	cent	multi poly
1/2	1	2	3	4	5	8	10	100	many



Or: Skills Card

Reader: _____ Room: _____

Comprehension

Provide specific information from the text for each of your answers.

Literature

- From what genre is this text? What else have you read in this genre or by this author? How does this compare? Describe how the narrator's or speaker's point of view influences how events are described.
- Identify and describe the following literary elements in the text:
 - Plot (conflict and resolution)
 - Setting (time of day or year, historical era, place, situation)
 - Characters (traits, roles, similarities, major and minor)
 - Narrator (1st/3rd)
- Compare each of the above with those of another text.
- What is the theme (meaning, message, moral, lesson, view, or comment on life) of the text? Use details from the text to support your conclusion.
 - Which 3 scenes were most important and how do they connect to each other?
- Select two characters or events. Compare and contrast them. Use specific details from the text.
- Identify an example of figurative language (e.g., metaphor, simile, personification, idiom, adage) and describe its effect.

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.

Range of Reading

- Complete a chapter book each week.
- Discover a new genre and become an expert in it (science fiction, historical fiction, adventure/survival/biography)
- Read for an hour a day, including 30 minutes at home without anyone reminding you.



Or: Academic Vocabulary

What do you do when someone asks you to...?

Describe in depth the...	Relate the specific...
Differentiate _____ from _____	Provide the general...
Distinguish _____ from _____	Explain in detail...
Determine the...	Refer to the...
Delineate the...	Identify the...
Demonstrate how...	Provide support for...
Recount the key events...	Critically evaluate the...
Retell the story.	Provide examples...
Summarize the...	Interpret the graphic features of...
Paraphrase the...	Discuss the specific aspects of...
Evaluate the...	Draw an inference from...
Describe the relationship between...	Speculate on...
Compare the literary elements in...	Describe the point of view of...
Describe the overall structure of...	Explain the logical connections between...
Draw on specific details from the...	Allude to specific sections of the...
Compare and contrast the...	Provide a direct quotation that...

What words do you know that come from these Greek and Latin prefixes and roots?

anim	aqua, hydr	cycle	dic, dict	fin	forc, fort	grac, grat	grad, gress	graph	jud	langu, lingu
life spirit	water	circle	speak	end	strong	thankful	step	write	judge	tongue

lateral, latis	man	opt	ped	phon	photo	psych	ques, quer, quis, quir	spec, scope	tele	therm
side	hand	eye	foot	sound	light	mind	ask	see	far off	heat



Reader: _____ Room: _____

Comprehension:

Provide specific information from the text for each of your answers.

Literature

1. Identify the genre of this text. What are the key elements of this genre? What other books have you read in this genre, or by the same author?
2. Describe how the plot unfolds in a series of episodes towards a resolution. Include how the characters change along the way.
3. Determine the theme or central idea of the text. Use details from the text to support your thinking. How does this reflect the genre?
4. Identify an example of figurative language and discuss its impact on meaning and tone.
5. Select a key sentence, chapter, scene or stanza and describe how it fits into the overall structure of the text. How does it affect theme or plot?
6. Discuss how the author develops the point of view, or perspective, of the narrator in the text.
7. Compare and contrast this text with another one you've read about the same topic or theme in a different genre.

Informational Text

8. From what field of study is this text? What did you already know about this subject?
9. Provide an objective summary of the text in one sentence.
10. Determine a central idea of the text and explain how it is supported by key details.
11. Analyze in detail how a key idea, event, or person is introduced, described, and developed in the text.
12. Select a key word, sentence, paragraph, chapter, or section and describe how it fits into the overall structure of the text and helps develop the central idea.
13. Trace the author's argument. Which claims are supported with valid reasons and evidence? Which are not?
14. Determine the author's point of view or purpose for writing and how it is conveyed.
15. Compare and contrast two authors' presentations of the same topic.

Range of Reading

1. Complete a chapter book each week.
2. Read at least 1 full length chapter book in each of these genres: historical fiction, biography, science fiction, fantasy, contemporary fiction.
3. Choose a topic in science or history to explore. Become an expert on it.
4. Find a poet you particularly like. Become an expert on his/her work.
5. Read for an hour a day, including 30 minutes at home without anyone reminding you.



PU: Genre Literacy

Read at least one chapter book in each of these genres. Compare them on the following:

	Historical Fiction	Science Fiction	Fantasy
Setting			
Descriptions of Locale			
Main Characters			
Support Characters			
Real vs. Imaginary			
Adventure Plot Elements			
Social Issues Conditions			
Religion			
Culture Costume, Dress, Rituals			
Role of War			
Central Conflict			
Theme			
Use of Specialized Language			
Dialogue/Dialect			
Forces that Determine Reality			
Author's Purpose			

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.

What words do you know that come from these Greek and Latin roots?

[illegible]



1Br: Skills Card

Reader: _____ Room: _____

Comprehension

Provide specific information from the text for each of your answers.

Literature

1. Identify the genre of this text. Compare this book to other books in the same genre. Is the author's use of the key elements of the genre typical or atypical? Why?
2. Determine the theme. Discuss how the theme is developed by the author from the beginning to the end of the text.
3. Analyze the effect of the setting on one of the characters and/or the events as they unfold.
4. Find an example of figurative language. Describe its effect on meaning and mood.
5. Discuss the author's choice of key characters. What roles did each play? What points of view or perspectives did each hold? Why was each chosen? Which is closest to yours? Why?
6. Does the author refer to any real people, geographical locations, or historical events in this text? How and why are they used? In what ways does s/he alter them for the purpose of the text? Are these choices effective?

Informational Text

7. Determine two central ideas and explain how the author develops them over the course of the text.
8. Do individuals shape ideas and events, or do ideas and events shape individuals? Use the information in this text to support your position.
9. Analyze the structure the author chose for organizing the ideas presented: compare/contrast, cause/effect, pro/con, chronological, sequential, logic, problem/solution, other.
10. Describe an author's basic argument, point of view, or purpose for writing. How are other positions presented? What is your position on this topic?
11. Evaluate the author's case. Are the facts and reasoning valid, sufficient, and relevant? Has it influenced your thinking on the subject? How?

Range of Reading

1. Complete a chapter book every other week.
2. Read at least 1 full-length chapter book in each of these genres: historical fiction, biography, science fiction, fantasy, contemporary fiction.
3. Choose a topic in science or history to explore. Become an expert on it.
4. Find a poet you particularly like. Become an expert on his/her work.
5. Read for an hour a day, including 30 minutes at home without anyone reminding you.



1Br: Literary Vocabulary

Literary Elements	Figurative Language	Forms	Drama	Poetry
allusion	adage	allegory	act	ballad
antagonist	aesthetic	autobiography	ad lib	blank verse
comedic relief	ambiguity	biography	aside	free verse
dialect	analogy	caricature	audition	haiku
episode	aphorism	comedy	backstage	limerick
flashback	cliche	contemporary	callback	narrative
flash forward	connotation	drama	cast	quatrain
foreshadowing	denotation	epic	chorus	sonnet
genre	euphemism	essay	comedy	stanza
imagery	figure of speech	eulogy	crew	verse
irony	hyperbole	fable	denouement	
juxtaposition	idiom	fantasy	dialogue	
lead	implicit	farce	diatribe	
mood	innuendo	legend	diction	Sound Techniques
narrator	literal	lyric	director	
paradox	metaphor	memoir	gesture	alliteration
parallel plot	non-literal	myth	improvisation	assonance
perspective	paradox	novel	melodrama	cadence
point of view	personification	novella	mime	iambic pentameter
prose	proverb	parable	monologue	
protagonist	nuance	parody	pantomime	internal rhyme
recurring theme	oxymoron	poem	playwright	meter
	pun	romance	producer	onomatopoeia
structure	simile	satire	props	rhyme scheme
subplot	superlative	science fiction	scene	rhythm
suspense	subtlety	short story	screenplay	stress
tone	symbolic	traditional	script	
tension		tragedy	soliloquy	
voice				

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.



2Br: Skills Card

Reader: _____ Room: _____

Comprehension

Provide specific information from the text for each of your answers.

Literature

1. Who is the author of this text and what do you know about him/her? What can you infer?
2. Determine the theme. Discuss how the theme is developed by the author through his/her choice of characters, setting, and plot.
3. Speculate on the author's position on this theme and purpose for writing and how it might be related to what you know about the background of the author.
4. What is the most important moment/incident in the development of the main character? Why is this moment so important?
5. Find an example of figurative language. Describe its effect on meaning and mood.
6. Discuss the author's choice of key characters. Why was each chosen? What roles did each play? What points of view or perspectives did each hold? Which was probably closest to the author's? Which is closest to yours? Why?
7. What recurring theme, story event, or character from texts of the past (myths, traditional stories, or religious works) did you find in this work?

Informational Text

8. Who is the author of this text and what do you know about him/her? What can you infer?
9. Determine the central idea of the text and explain how the author uses supporting ideas and evidence to lay out his/her argument or exposition.
10. Based on this central idea, speculate on the author's point of view or purpose for writing and how it might be related to what you know about the background of the author.
11. Do individuals shape ideas and events, or do ideas and events shape individuals? Use the information in this text to support your position.
12. Identify the paragraph and the sentence that, in your opinion, are the most important ones in the text. Explain what makes them crucial to the development of the argument or concept.
13. How does the author handle conflicting positions or evidence? Does this treatment of other viewpoints help or hurt the persuasiveness of his/her argument?
14. Evaluate the author's case. Are the facts and reasoning valid, sufficient, and relevant? Has it influenced your thinking on the subject? How?

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.

Range of Reading

1. Complete a chapter book every other week.
2. Read at least 1 full-length chapter book in each of these genres: historical fiction, science fiction, fantasy, contemporary fiction, biography, autobiography, memoir.
3. Choose a topic in science or history to explore. Become an expert on it.



2Br: Rhetorical Vocabulary

Verbs	Nouns	Adjectives
advance	account	point of view
advocate	allusion	positions
analyze	analogy	presentation
assess	analysis	purpose
bring to bear	argument	reasoning
build	case	reference
cite	category	relationship
compare	central idea	rhetoric
connect	citation	source
contrast	claim	structure
contribute	comparison	summary
convey	concept	textual evidence
delineate	conclusion	word choice
determine	contribution	viewpoint
develop	distinction	version
discredit	emphasis	
distinguish	evidence	
elaborate	impact	
establish	implication	
enumerate	inference	
evaluate	information	
introduce	integration	
illustrate	interaction	
integrate	interpretation	
offer	introduction	
provide	issue	
recount	justification	
refine	line of reasoning	
refer to	line of thinking	
shape	logic	
support	overview	
summarize	perspective	
trace	cumulative impact	
verify		
		appropriate
		authoritative
		compelling
		concise
		effective
		objective
		persuasive
		relevant
		sound
		specific
		sufficient
		useful
		valid
		explicitly stated
		implicit
		implied
		obvious
		subtle
		conflicting
		contradictory
		fallacious
		general
		illogical
		inappropriate
		ineffective
		insufficient
		insulting
		invalid
		ironic
		irrelevant
		subjective
		unconvincing
		unsupported
		vague



Si: Skills Card

Reader: _____ Room: _____

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.

Literary Analysis

	Key Questions for Literature	Key Questions for Informational Text
Central Ideas	What is the theme? How does it develop from the beginning to the end of this text?	What is the main idea or central argument? How does it develop from the beginning to the end of this text?
Key Details	<p>What elements of the text best support your argument that this is the theme of the text?</p> <p>Describe the following literary elements in the text, using evidence from the text. Explain how each contributes to your argument for the central theme:</p> <ul style="list-style-type: none"> Plot (main events, conflict, rising action, climax, falling action, resolution) Characters (motivations of major and minor characters, complex characters) Setting (time, day, year, historical period, place, situation) <p>What is the central conflict and how does it relate to the theme? How is it resolved? Why?</p> <p>Which character in this book is most conflicted? Why? How does this internal conflict advance the plot or develop the theme?</p>	<p>What elements of the text best support your argument that this is the main idea of the text?</p> <p>What reasoning does the author use to support the central argument? Is it valid? Is any of it fallacious?</p> <p>What evidence does he/she give to support it? Is it relevant and sufficient?</p> <p>Which of the author's claims have good supporting evidence? Which don't? Why?</p> <p>Is there evidence used that doesn't actually support the claim?</p> <p>Has s/he convinced you? Why or why not? What evidence would have made a stronger argument?</p>
Use of Language	<p>Describe the way this author uses language. What kinds of words/phrases does he/she use? Why?</p> <p>What is the effect of his/her language choices on text meaning, sense of time and place, and tone?</p> <p>Which words/phrases struck you as important, unusual, or interesting? Why?</p> <p>How does the author's use of language relate to the central theme?</p>	<p>Describe the way this author uses language. What kinds of words/phrases does he/she use? Why?</p> <p>What is the effect of his/her language choices on text meaning, sense of time and place, and tone?</p> <p>Which words/phrases struck you as important, unusual, or interesting? Why?</p> <p>How does the author's use of language relate to the central argument?</p>



Si: Skills Card continued

Literary Analysis continued

	Key Questions for Literature	Key Questions for Informational Text
Organization and Structure	<p>Describe the choices this author made when deciding how to organize the book (use of flashbacks, passage of time, order of events). Speculate as to why these choices were made. Would you have done anything differently?</p> <p>Does the author create a sense of mystery, tension, or surprise? Where? How?</p> <p>How do the structural choices of the author contribute to the central theme?</p>	<p>Describe the choices this author made when deciding how to organize the ideas or claims in this book:</p> <ul style="list-style-type: none"> The order in which the points are made. How they are introduced and developed. The connections that are drawn between them. How they support what you claim is the central/main idea. <p>Speculate as to why these choices were made. Were they effective?</p> <p>Has the author's argument convinced you? Why or why not? What organization would have made a stronger argument?</p>
Perspective, Background	<p>In what ways might the book have been different had it been written by someone with a different background? By you?</p> <p>How does the author's background shape the text (characters, setting, plot)? How does the background of the author influence his/her treatment of the central theme?</p>	<p>What is the author's point of view (perspective/opinion) or purpose for writing? How do you know?</p> <p>What does rhetoric mean? How does this author use rhetoric to advance his/her point of view or purpose?</p> <p>How does the author's cultural background, geographical location, or historical time period shape his/her perspective? His/her treatment of the main idea?</p>
Medium	What other medium (visual art, performance, etc.) would be most effective for communicating the central theme of this text? Why?	What other media (video, website, image, etc.) would be most effective for communicating the main idea or central argument of this text? Why?
Source Materials	<p>What other source materials (themes, characters, plots, quotes from other authors/sources), did the author use in writing this work? How do you know?</p> <p>Why do you think they were used? How did the author change the source material?</p> <p>How is the source material related to the central theme?</p>	<p>What other source materials (themes, arguments, quotes from other authors/sources) did the author use in writing this work? How do you know?</p> <p>Why do you think they were used? How did the author change the source material?</p> <p>How is the source material related to the main idea/central argument?</p>



GI: Skills Card

Reader: _____ Room: _____

Literary Analysis

	Key Questions for Literature	Key Questions for Informational Text	Social/Political/Historical Context
Central Ideas	What is the theme? How does it develop from the beginning to the end of this text?	What is the main idea or central argument? How does it develop from the beginning to the end of this text?	Who is the author of this text and what do you know about him/her? What can you infer from the text? When was this text written? How might the themes or central ideas of the text reflect the issues of the era/culture in which it was written?
Key Details	What elements of the text best support your argument that this is the theme of the text? Describe the following literary elements in the text. Explain how each contributes to your argument for the central theme: <ul style="list-style-type: none"> Plot (main events, conflict, rising action, climax, falling action, resolution) Characters (motivations of major and minor characters, complex characters) Setting (time, day, year, historical period, place, situation) 	What elements of the text best support your argument that this is the main idea of the text? What reasoning and evidence does the author use to support the central argument? Is it valid? Relevant? Sufficient? Is any of it fallacious? Has s/he convinced you? Why or why not? What evidence would have made a stronger argument?	How do you think the elements/details of the text reflect the era/culture in which it was written? In what ways did the author's choice of words contribute to his/her purpose for writing?
Use of Language	Describe the way this author uses language. What kinds of words/phrases does he/she use? Why? What effect do his/her language choices have on text meaning, sense of time and place, and tone? Which words/phrases struck you as important, unusual, or interesting? Why? How does the author's use of language relate to the central theme or argument?		How do you think the language of the text reflects the era/culture in which it was written?



GI: Skills Card continued

Literary Analysis continued

	Key Questions for Literature	Key Questions for Informational Text	Social/Political/Historical Context
Organization and Structure	Describe the choices this author made when deciding how to structure specific parts of the text: <ul style="list-style-type: none"> Where to begin and end the story Comedic or tragic resolution Development of the central conflict Use of poetry or prose Speculate as to why these choices were made. Would you have done anything differently? How do the structural choices of the author contribute to the central theme?	Describe the choices this author made when deciding how to structure the central argument or exposition: <ul style="list-style-type: none"> The order in which the points are made How they are introduced and developed The connections that are drawn between them How they support what you claim is the central/main idea Speculate as to why these choices were made. Were they effective? Why or why not? Would you have done anything differently?	How do you think that the structure of this text might reflect the era/culture in which it was written?
Perspective	What is the author's point of view (perspective/opinion) or purpose for writing? How do you know? In what ways might the book have been different had it been written by someone with a different background? By you?	What is the author's point of view (perspective/opinion) or purpose for writing? How do you know? What does rhetoric mean? How does this author use rhetoric to advance his/her point of view or purpose?	How does the author's cultural background, geographical location, or historical time period shape his/her perspective?
Source Materials	What other source materials (themes, philosophies, characters, plots, quotes from other authors/sources) did the author use in writing this work? How do you know? Why do you think they were used? How did the author change the source material? How is the source material related to the central theme or idea?		Based on the style and form of the text, what authors do you think might have influenced this author?

Vocabulary

Find a word you don't know and would like to learn. Use the context to figure out what it probably means. Think of a word or phrase that could take its place in the book without changing the meaning. Check the meaning in a dictionary. Use the word in a sentence. Learn it.