

Dear Parents and Guardians,

Use this packet as a guide to review over the reading skills we have covered this year with your student. When working on the lessons with your child you can refer back to each reading skill in the packet to help answer and clarify any questions. Below are the reading skills you will find in the review along with a grammar review section.

To help your student review during this time away from campus you will find **multiple review sheet logs at the end of the packet that the student can fill out weekly as they study and practice the reading skills and grammar that we have covered.** This will help your student to stay refined with the standards taught this year.

- Text Structures
 - Sequence
 - Cause and Effect
- Main Idea with key details
 - Problem and Solution
 - Point of view
 - Description
 - Author's Point of View
 - Author's Purpose
 - Theme
 - Summarize
 - Inferences
 - Compare and Contrast
 - Context Clues
 - Making predictions
 - Word Parts
 - Similes and Metaphors
 - Idioms
- Firsthand and Secondhand Account
 - Grammar Review

Reading Skills Review

Text Structures

Sequence

Cause and Effect

Main Idea with key details

Problem and Solution

Point of view

Description

Author's Point of View

Author's Purpose

Theme

Summarize

Inferences

Compare and Contrast

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Firsthand and Secondhand Account

Grammar Review

Text Structure

The way the author organizes the text.

The STRUCTURE of a text

How does the author ORGANIZE or BUILD the text?

Text Structure & Characteristics	Signal Words		
Description The author explains a topic, idea, person, place, or thing by listing characteristics, features, and examples. Focus is one thing and topic (or synonyms) is repeated throughout the text.	For example Characteristics are Such as Looks like Consists of	For instance Most important	On (date) At (time) Directions At the same time While, meanwhile
Sequence The author lists items or events in numerical or chronological order. Describes the order of events or how to do or make something.	Following Finally At last In the end After that	First, second, third Next Then, after	Before, prior to Not long after Simultaneously
Compare & Contrast The author explains how two or more things are alike or different.	Differs from Similar to In contrast Alike Same as	As well as However Both Either, or Not only, but also Yet, although, but	Also look for "est" words: best, fewest, tallest, etc.
Cause & Effect The author lists one or more causes or events and the results that occur.	Caused by Result Outcome Impact So..	Reasons why Reasons for If...then As a result of Since	Effects of Therefore Because of Influenced by Leads or leads to...
Problem & Solution The author states a problem and lists one or more possible solutions to the problem and may include the pros and cons for the solutions.	One possible solution is... One challenge... This led to, so that If...then, thus The main difficulty	Since This led to Question Answer Because	Problem is... Dilemma is... Puzzle is... Solved Therefore,

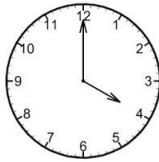
Look for key words to help figure out the text structure.

Sequence

Events in a story happen in order. First, next, then, last, beginning, middle, or end are words that might be used to tell the events in order.

Sequencing

Putting the events in a story in the order in which they happened



Transition Words:

Use transitions to show how events took place over time...

first
next
then
lastly
finally
later

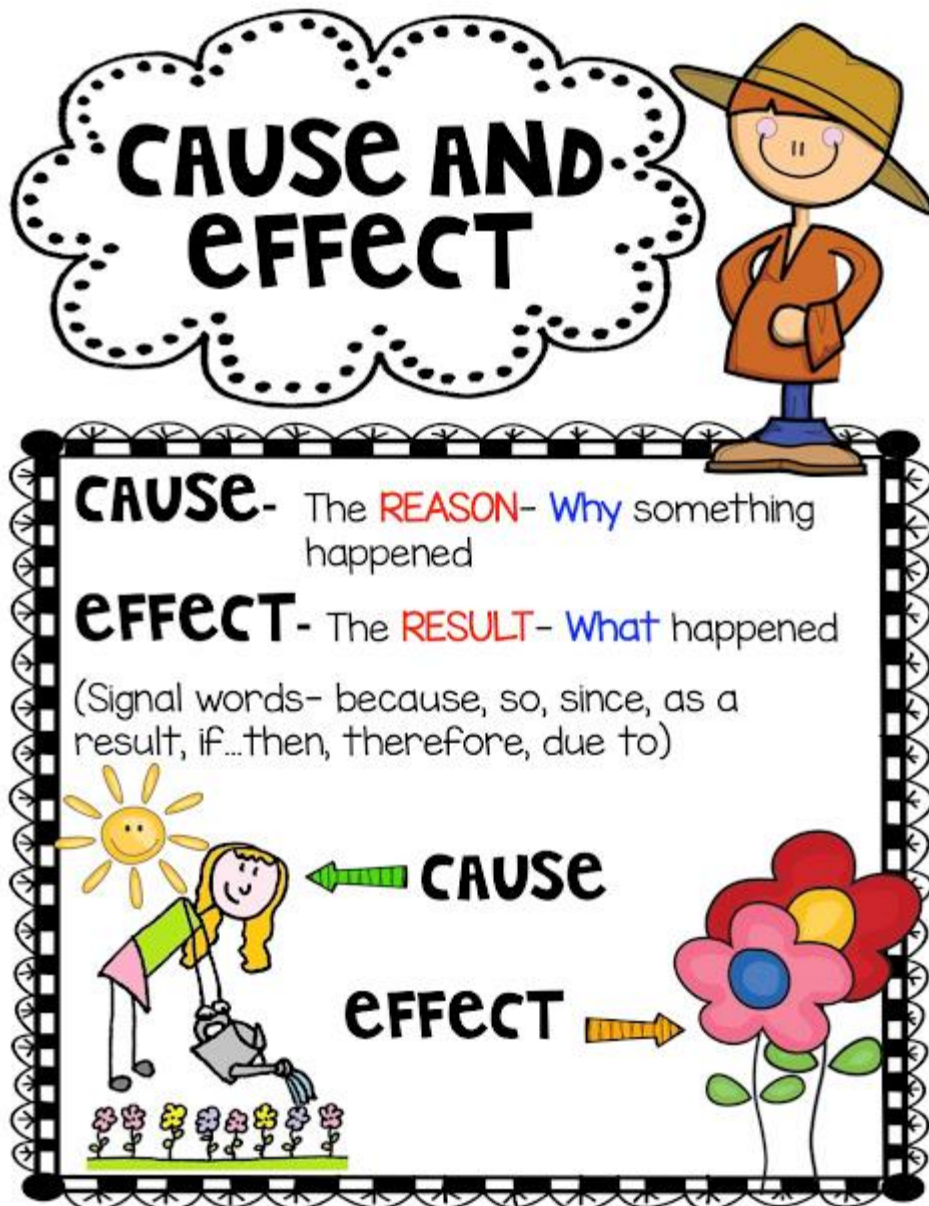
eventually
at last
meanwhile
in the meantime
meanwhile
in the end

suddenly
before long
all of a sudden
the next day
afterward
as soon as
over time

Cause and Effect

This text structure shows how and why something happens.

Ask yourself: What happen and why did it happen?



Main idea and key details

Main idea: What the story is mostly about.

Key Details: Tell important information about the story. Give details about the main topic.



MAIN IDEA

✓ It is what the TEXT is **MOSTLY** about.

THINK: What is the big idea?

✓ It is the **POINT** the AUTHOR is trying to make.

THINK: What did the author write about over and over again?



KEY DETAILS

✓ They are the important **PARTS** in the STORY.

THINK: **WHO** **WHAT** **WHEN** **?** **WHERE**

✓ They help TELL the **MAIN IDEA**.

Problem and Solution

Steps a character takes to solve their problem.

Problem: Something in the story that goes wrong.

Solution: How the problem in the story gets fixed.

Problem & Solution



SIGNAL WORDS

problem, issue, since, as a result, solution, idea, so, leads to, causes

TIPS

Ask yourself: what is the problem and what is the solution?

Look for the problem first and then the solution.

Point of View

The way in which the author allows you to “see” and “hear” the text.

Point of View Cheat Sheet!

FIRST PERSON

CLUES: I, ME, MINE,
MY, WE, OUR, OURS

A character inside the story tells their emotions + thoughts

SECOND PERSON

CLUES: YOU
YOURS, YOU'RE

The story is told from the perspective of “you”

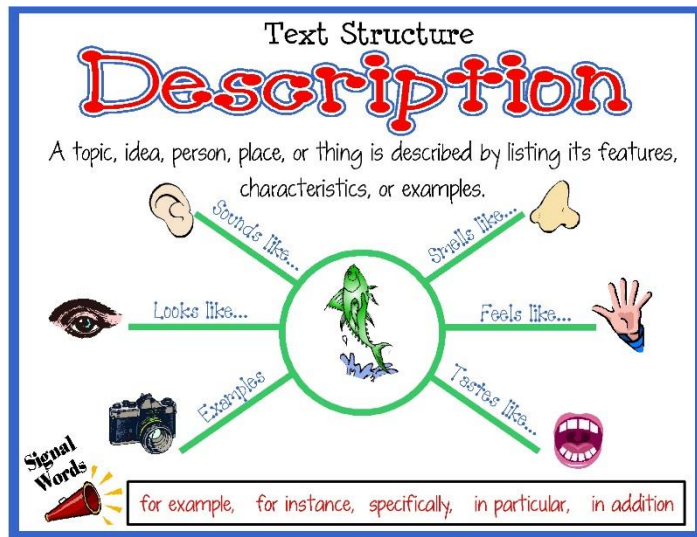
THIRD PERSON

CLUES: HE, SHE, IT, THEY,
CHARACTER NAMES

The story is told from the view of someone from afar

Description

Tells or shows what something is about. The purpose is to give information and/or describe a topic.



Description



SIGNAL WORDS

such as, for instance, in addition, also, specifically

TIPS

Ask yourself: what specific person, place, thing, or idea is being described?

Look for a topic word or phrase and for synonyms.

Author's Point of View

The author's thoughts, beliefs, and feelings about a subject or topic.

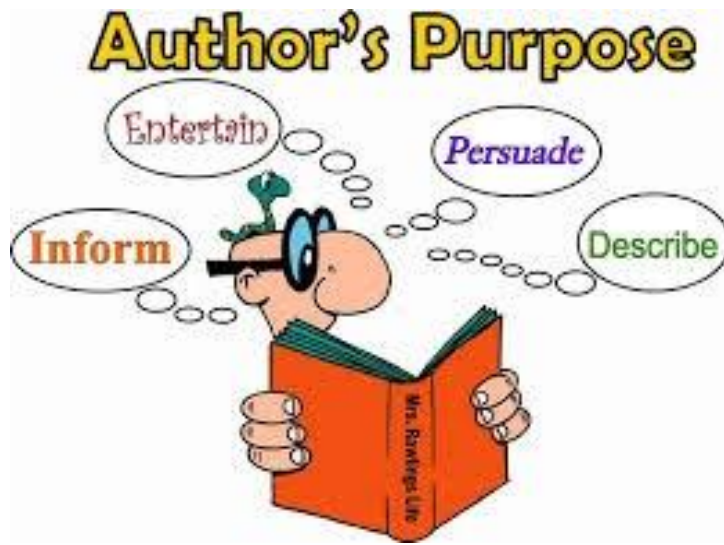
The author's word choices will show his feelings about a topic.

Author's Viewpoint

Good readers are able to determine why the author wrote a selection, or how the author feels about something.



Author's Purpose



Persuade: To convince the reader of a certain point of view.

Example: Commercial/ Advertisements

Entertain: To hold the attention of the reader through enjoyment.

Example: Diary of a Wimpy Kid books.

Inform: To teach or give information to the reader.

Example: Textbooks/ Nonfiction books

Describe/ Express: Expression of personal feeling from writer. Giving a description of events or topics.

Example: Journal/ Diary/ Letter to friend

Theme

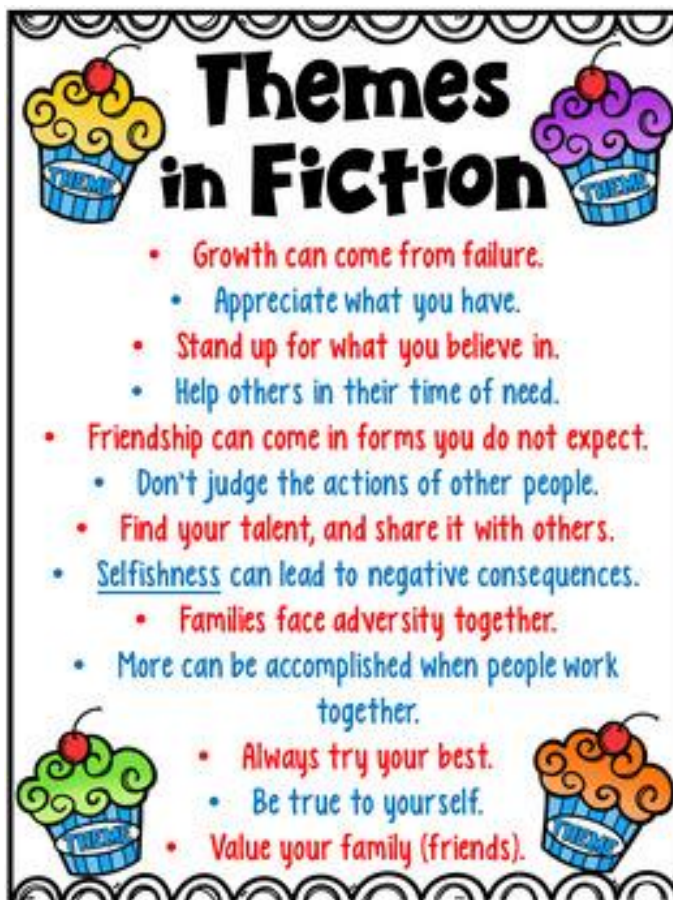
The theme of a story is the message, lesson, or moral the author wants you to learn.

Ask yourself:

- What did the character learn from his/ her experience?
- How did the character grow or change?
 - Why did the character act this way?
 - What can you learn from this story?

Theme is often implied.

(THINK AND INFER)



Summarize/ Paraphrase

Retell the story in your own words. Restating the main idea and key information. Use key words from the text and your words.


PARAphrase It!

Put the text in your own words.

Avoid copying the text.

Rearrange similar text.

Ask yourself if you included all the important points.




Paraphrase It! Poster Created by Rachel Lynette copyright © 2014 all rights reserved <http://www.rachel-lynette.com>

SUMMARIZE IT!

Shorter than the text.

Use your own words.

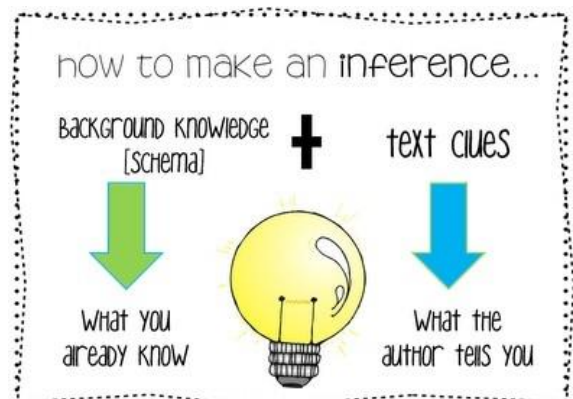
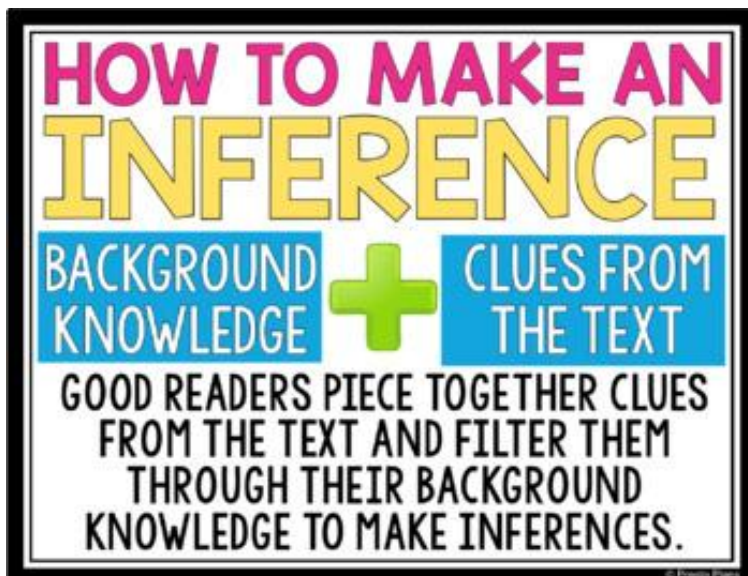
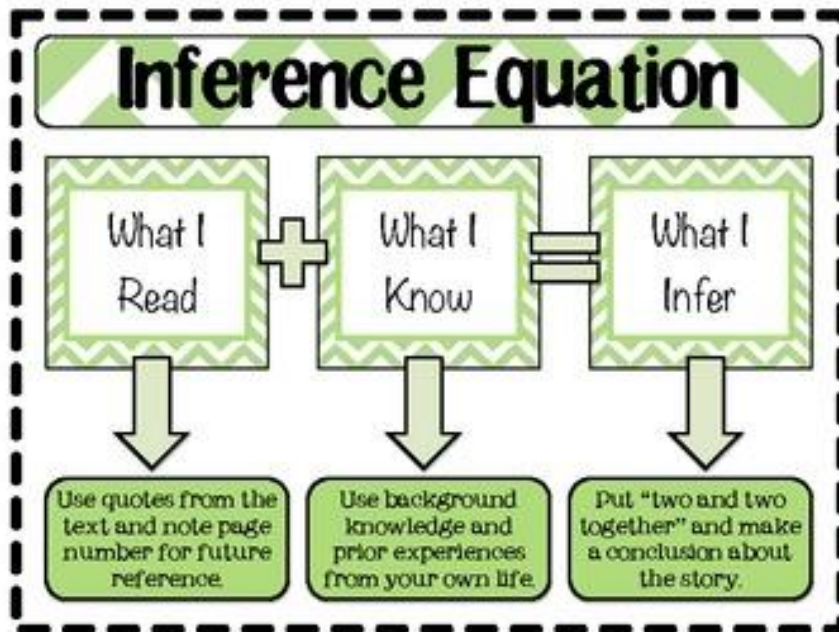
Main ideas only.



Summarize It! Task Cards created by Rachel Lynette. Copyright © 2012-2017. All rights reserved. <http://www.rachel-lynette.com>

Inferences

Uses the clues in the text to discover what is not directly stated. To use what we've read and know to learn more than what the author tells us.



Compare and Contrast

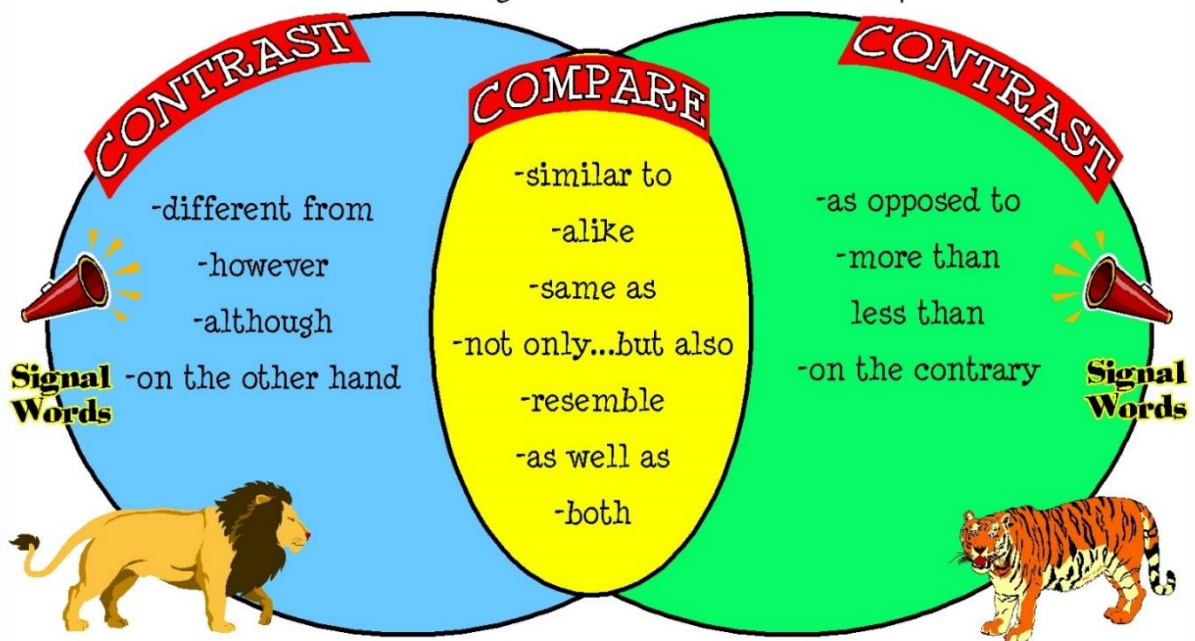
Author uses this text structure to show how things are alike and different.

COMPARE & CONTRAST	
Signal Words	
COMPARE	CONTRAST
same	but
the same as	however
similar	while
similarly	on the other hand
also	different
too	difference
as well as	differently
likewise	like
also	although
both	even though

Text Structure

Compare and Contrast

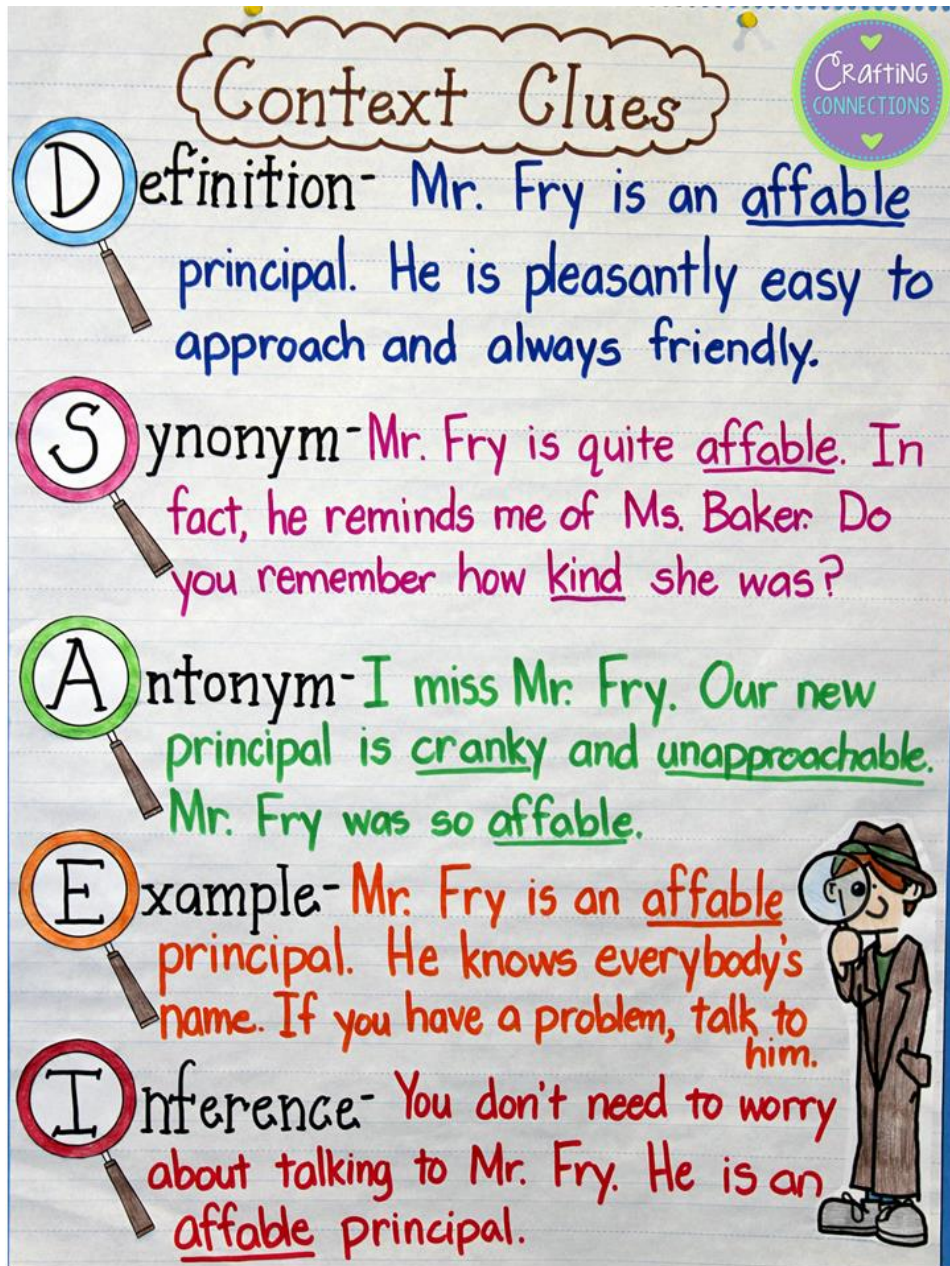
Shows how two or more things are alike and/or how they are different



Context Clues

When you use clue words in a story to figure out the meaning of a new word you are using context clues.

Types of Context Clues



Context Clues

Definition- Mr. Fry is an affable principal. He is pleasantly easy to approach and always friendly.

Synonym- Mr. Fry is quite affable. In fact, he reminds me of Ms. Baker. Do you remember how kind she was?

Antonym- I miss Mr. Fry. Our new principal is cranky and unapproachable. Mr. Fry was so affable.

Example- Mr. Fry is an affable principal. He knows everybody's name. If you have a problem, talk to him.

Inference- You don't need to worry about talking to Mr. Fry. He is an affable principal.

Crafting CONNECTIONS

Making Predictions

Make a guess based on clues from the text.



Ask yourself:

I think that....

I predict that...

I think the main character will...

I'm using the cover to help me...

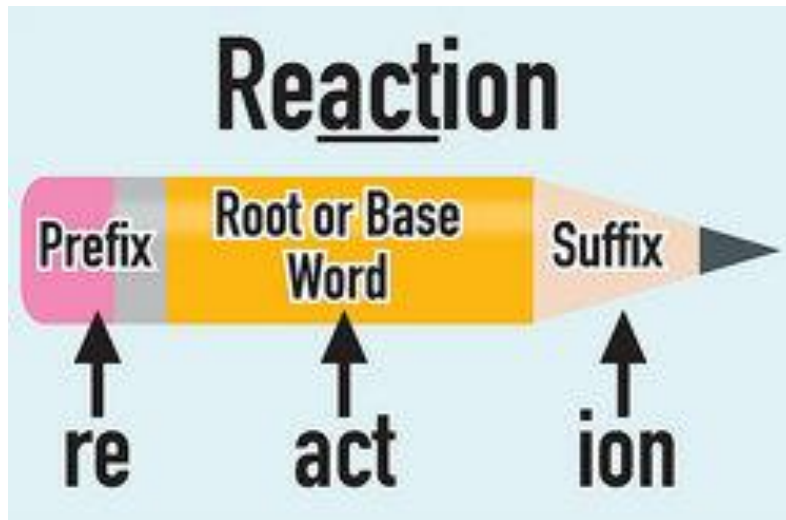
This heading helps me think...

From the title of the story, I think...

Based on the pictures, I think...

Word Parts

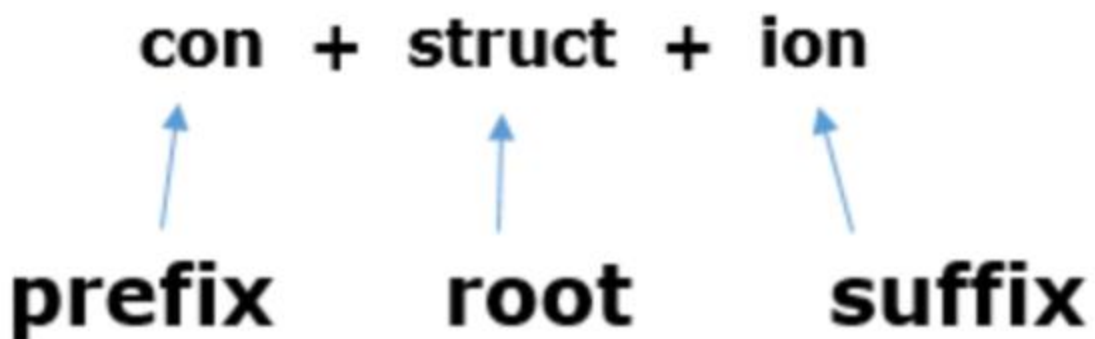
Prefixes, Root Words, and Suffixes



Prefixes: word parts attached to the beginning of the word or word part.

Root Words: the basic or main part of the word.

Suffixes: word parts attached to the end of the word or word part.



Figurative Language

My Mini Anchor Chart

Figurative Language

Figurative language is when the words go beyond their literal meaning. Authors use figurative language to communicate ideas in a fun way.

Common examples of figurative language:

Simile

A simile is a comparison that uses like or as.

She is as sweet as pie.

Metaphor

A metaphor directly compares two things.

She is a ray of sunshine.

Idiom

A common expression that means something other than what the words say.

Break a leg!

Personification

Giving human characteristics to non-human things.

The tree was dancing in the wind.

Onomatopoeia

A sound word that makes its sound when you read it.

Pop! Swoosh! Zap!

Hyperbole

An expression that is an exaggeration.

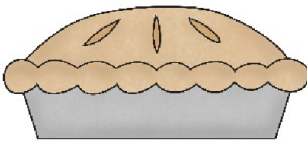
I'm never going to finish my homework.

Figurative language can make a story fun to read.

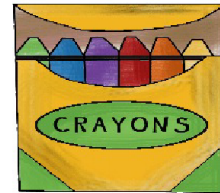
Simile and Metaphor

Simile

A simile is a comparison of two things using the words like or as.



as sweet as pie



colorful like crayons

METAPHOR

A metaphor is a figure of speech that compares two things by saying one thing is the other thing.



He has
the heart of a lion.



The meal was a
rainbow of flavors.



You are
the sunshine of my life!

Idioms

keaton's classroom

figures of speech:

i d i o m s

an idiom is a word, phrase, or expression that has a different meaning than what is being said.

expression...

That's a piece of cake.

meaning...

easy to do



Firsthand and Secondhand Account

Firsthand Account

PRIMARY SOURCE

A description of an event that comes from someone who was actually there to see or experience it.

May Include...

- Personal opinions on the topic.
- Emotions and feelings surrounding an event.
- Very specific details.
- A specific focus on one part of the event.
- Details from the First Person Point of View.

Types of Texts

- Diaries or Journals
- Interviews
- Autobiographies
- Memories
- Letters or Emails
- Speeches
- Legal Documents

Firsthand and Secondhand Account

Secondhand Account

SECONDARY SOURCE

A description of an event based on research. A description of an event given by someone who was NOT there to actually see the event occur.

May Include...

- Key facts and information from the event.
- Information from several different sources.
- Details from the Third Person Point of View.

Types of Texts

- Encyclopedias
- Textbooks
- Biographies
- Books
- Movies
- Newspaper and Magazine Articles

Grammar Review

My Mini Anchor Chart

Subject Verb Agreement

The subject of a sentence is who or what a sentence is about. The verb is the action in the sentence. The subject and verb must work together to agree. This makes the sentence sound good.

Rule 1: If the noun is singular, then you will add a S to the verb.

The girl jumps rope at recess.

Rule 2: If the noun is plural, then the verb has no S at the end.

The girls jump rope at recess.

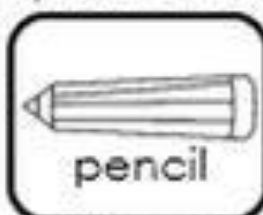
Exceptions:

- I and You are the exception. I and you are both singular subjects. When you use them you don't add an s to the end of the verb.

I jump rope at recess.
You jump rope at recess.

Nouns

A noun names a person, place, thing or idea.



There are many different types of nouns.

Common nouns name
any noun.

teacher

school

book

Proper nouns name a
specific noun.

Mrs. Nelson

H.R. Elementary

Harry Potter

Singular nouns name
one thing.

dog

child

pizza

Plural nouns name
more than one.

dogs

children

pizzas

You can also add an apostrophe to make a noun possessive. A possessive noun shows ownership.

In the phrase **Jake's dog**, the apostrophe tells you the dog belongs to Jake.

Pronouns

A pronoun is a word that takes the place of a noun. For example:

You can replace **Becky** with the pronoun *she*.

You can replace **Bobby** with the pronoun *he*.

You can replace **Becky & Bobby** with the pronoun *they*.

Pronouns can be...

...the subject of the sentence

**I, you, he, she,
we, it, they**

He slept during
the movie.

...the object of a sentence

**me, you, him,
her, us, it, them**

Did you ask *him*
about the movie?

Pronouns can also be possessive. They can show ownership.

Used alone	mine, yours, his, hers, ours, theirs
Used before a noun	my, your, his, her, its, their, our

Verbs

A verb is a word that shows action. It can also be a word that links a noun to another word.

Action Verbs can be in past, present, and future tense.

<u>Past Tense</u>	<u>Present Tense</u>	<u>Future Tense</u>
I walked home yesterday.	I am walking home today.	I will walk home tomorrow.
I cleaned my room last week.	I am cleaning my room right now.	I will clean my room later.

Most of the time you can add -ed to a verb to make it past tense. Sometimes, verbs are irregular and you have to change the spelling.

Present Tense

say

bring

tell

Irregular Past Tense

said

brought

told

Adverbs

An adverb can tell more information about a verb or an adjective.

The incredibly smart boy aced his test.

In that sentence **incredibly** is the adverb. It gives us more information about the adjective **smart** which describes the boy.

The dog ran quickly.

In that sentence **quickly** is the adverb. It gives us more information about the verb **ran**. It tells us how the dog ran.

Adverbs usually tell:

HOW

WHEN

WHERE

Adverbs that tell how:
carefully
gently
quickly
lazily

Adverbs that tell when:
yesterday
now
before
after

Adverbs that tell where:
there
here
everywhere
outside

Most adverbs that tell how will end in -ly.

Subject & Predicate

All complete sentences need a subject and predicate.

SUBJECT < **PREDICATE**

The **SUBJECT** tells the who or what a sentence is about.

The **PREDICATE** tells what the subject is or does.

The dog < barks at the cat.


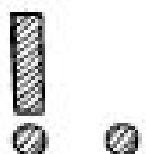

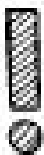
Mr. Smith < is my teacher.

Jo and Bob < played at recess.

Our family < went on vacation.

4 Types of Sentences

There are four types of sentences. Each type of sentence serves a different purpose and has a specific type of punctuation mark.

 Declarative	A declarative sentence tells a statement. It ends in a period. It is a bright and sunny day.
 Imperative	An imperative sentence gives a command. It can end in a period or exclamation mark. Take the trash out. STOP!
 Interrogative	An interrogative sentence asks a question. It ends in a question mark. Are you going to the game tonight?
 Exclamatory	A exclamatory sentence is a statement that shows emotion. It ends in an exclamation mark. Wow! You won!

Compound & Complex Sentences

Writers will use compound and complex sentences to add variety to their writing. There are some special rules writers need to follow.

Compound	<p>A compound sentence is two simple sentences joined by a comma and a conjunction.</p> <p>Simple sentence, <div data-bbox="704 707 812 1010">For And Nor But Or Yet So</div> simple sentence.</p> <p>I did my homework, but I wanted to go to the park.</p>
Complex	<p>A complex sentence is an independent clause and a dependent clause. An independent clause can stand as a sentence by itself. A dependent clause is not a complete sentence and usually has as, after, although, when, while, until, because if, since.</p> <p><div data-bbox="379 1487 755 1562">Independent clause</div> <div data-bbox="772 1487 1146 1562">Dependent clause</div></p> <p>I went to the park while my sister did homework.</p> <p><div data-bbox="311 1636 672 1711">Dependent clause</div> <div data-bbox="686 1636 833 1711">comma</div> <div data-bbox="848 1636 1198 1711">Independent clause</div></p> <p>While my sister did homework, I went to the park.</p>

Capitalization

Some words need to begin with a capital letter.
Good writers know the rules for capitalization
and remember to use them in their writing.

What gets capitalized?

First word of a sentence

Where are you going?

My name is Bill.

It is finally the last day of school.

Names of People & Places

people – Megan
places - Target

Calendar Words

months – January
days – Tuesday
holidays - Thanksgiving

Languages

French
English
Russian

Titles

Miss
Dr.
Mrs. Or Mr.

Nationalities

American
British
Chinese

Titles

books– January
movies – Tuesday
articles- Thanksgiving

And don't forget.... You always capitalize the
letter I when it is by itself.

I am going to the park when I get home.

Conjunctions

A conjunction connects words, phrases, and sentences. There are coordinating, subordinating, and correlative conjunctions.

There are seven coordinating conjunctions.

F A N B O Y S

for and nor but or yet so

Examples of FANBOYS in sentences:

For	Can you grab the book off the shelf, for I am not tall enough to reach it?
And	I went to the park, and I went down the slide.
Nor	Miles doesn't like doing his homework, nor does he like going to school.
But	The students all wanted pizza for the party, but no one wanted to buy it.
Or	We could go get ice cream, or we could go get pizza.
Yet	Projects can be really exciting, yet they can be really hard work.
So	It is raining, so we will stay inside.

Comma Rules

Commas can be used in a variety of ways.
Good writers know the rules for commas and
remember to use them in their writing.

1

Commas can be used between words in a series.

I like to eat cookies, cake,
brownies, and ice cream.

2

Commas can be used before the
conjunction in a compound sentence.

I like to eat cookies, and I like to
eat cake.

3

Commas can be used to set off a
dependent clause at the beginning of a
sentence.

After thinking about it, I decided
to eat the last cookie.

4

Commas can be used before and after
quotation marks.

"I like to eat cookies," I said.
I said, "I like to eat cookies."

5

Commas can be used in the opening and
closing of a letter.

Dear Mom,
I love cookies.
Love, Sally

Quotation Marks

Quotation marks are used to show dialogue. They go before and after the words someone said.

"I got an A on my test!" Billy told his mom.

There are three ways to use quotation marks.

Option 1: At the beginning.

"There are three ways to use quotation marks," said Mr. Smith.

Option 2: At the end.

Mr. Smith said, "There are three ways to use quotation marks."

Option 3: In the middle.

"There are three ways to use quotation marks," Mr. Smith said, "But if you Practice you'll figure it out."

REMEMBER:

- Always capitalize the first letter of the quote.
- A comma is used to separate the dialogue and the speaker.
- A question mark or exclamation mark can take the place of a comma inside a quote.



Interjections

Are words or phrases that show:

WOW!

emotion

HI!

greeting

OK!

agreement

EEK!

sounds

Interjections help the author set the tone of the sentence.

Hey! Here are more interjections.

Interjections that show emotion Wow! Ouch! Hoorah! Rats! Darn! Ta Da!	Interjections used as a greeting Hey! Hi! Hello! Yoo-hoo!
Interjections that show agreement/disagreement Yes! No! Yeah! Nah! Ok! Nope! You Bet! Sure!	Interjections that are just sounds Aww! Argh! Ugh! Grr! Eek! Yikes! Phew!

Wow! Now you know a lot about interjections!

Wait! Don't forget to use punctuation to separate the interjection from the rest of the sentence!

Monday	Tuesday	Wednesday	Thursday
What 3 skills did you study?	What 3 skills did you study?	What 3 skills did you study?	What 3 skills did you study?
List three things you learned or remembered from what you studied? 1. 2. 3.	List three things you learned or remembered from what you studied? 1. 2. 3.	List three things you learned or remembered from what you studied? 1. 2. 3.	List three things you learned or remembered from what you studied? 1. 2. 3.
What was the hardest or easiest reading skill you studied?	What was the hardest or easiest reading skill you studied?	What was the hardest or easiest reading skill you studied?	What was the hardest or easiest reading skill you studied?

Monday	Tuesday	Wednesday	Thursday
What 2 skills did you study?	What 2 skills did you study?	What 2 skills did you study?	What 2 skills did you study?
<p>List three things you learned or remembered from what you studied?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>List three things you learned or remembered from what you studied?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>List three things you learned or remembered from what you studied?</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>List three things you learned or remembered from what you studied?</p> <p>1.</p> <p>2.</p> <p>3.</p>
What was the hardest or easiest reading skill you studied?	What was the hardest or easiest reading skill you studied?	What was the hardest or easiest reading skill you studied?	What was the hardest or easiest reading skill you studied?

Monday Grammar Review	Tuesday Grammar Review	Wednesday Grammar Review	Thursday Grammar Review
What did you review in the grammar section?	What did you review in the grammar section?	What did you review in the grammar section?	What did you review in the grammar section?
Describe what you learned or remembered from your review?	Describe what you learned or remembered from your review?	Describe what you learned or remembered from your review?	Describe what you learned or remembered from your review?
List 3 examples of what you reviewed this week in grammar. (For example, if you reviewed nouns then one of your answers would be list of nouns)			
1.			
2.			
3.			