

# **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**

**Context Clues**

**Making predictions**

**Word Parts**

**Similes and Metaphors**

**Idioms**

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

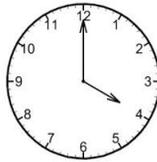
Look for key words to help figure out the text structure.

# 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

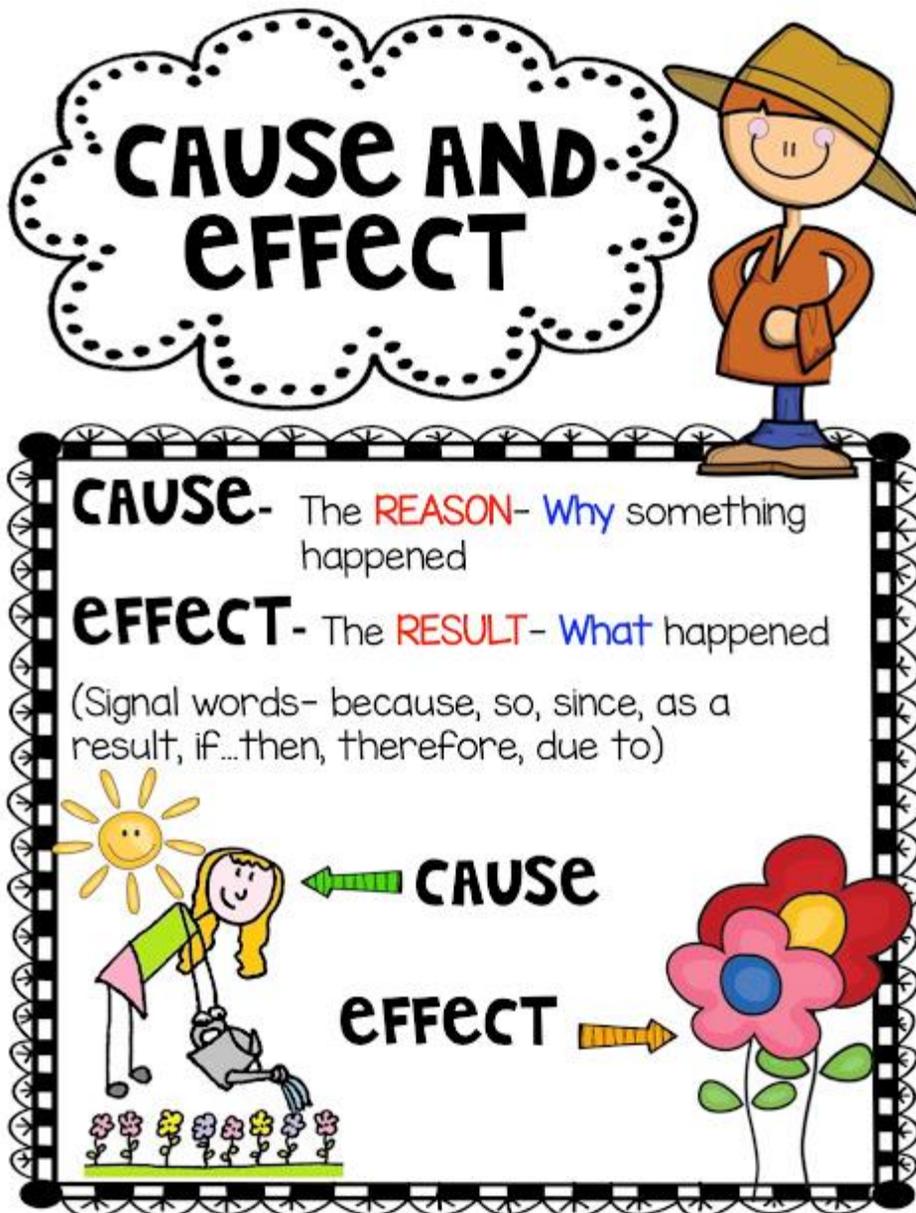
eventually  
at last  
meanwhile  
in the meantime  
meanwhile  
in the end

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

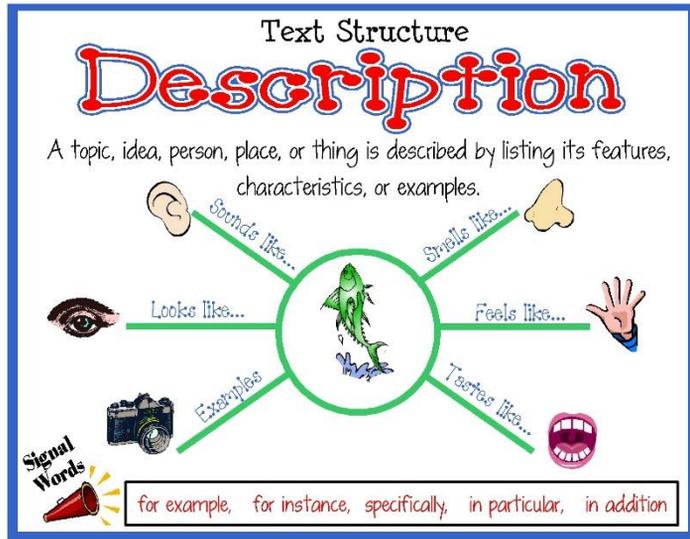
*The story is told from the perspective of “you”*

### **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.

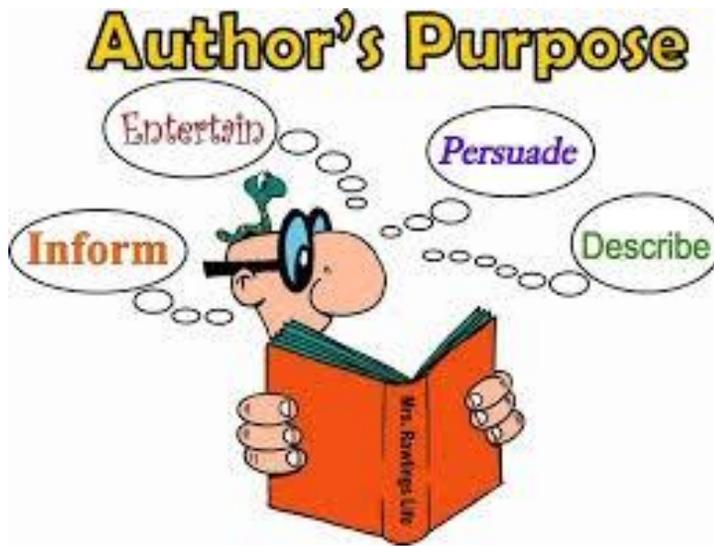
The author's word choices will show his feelings about a topic.

## 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

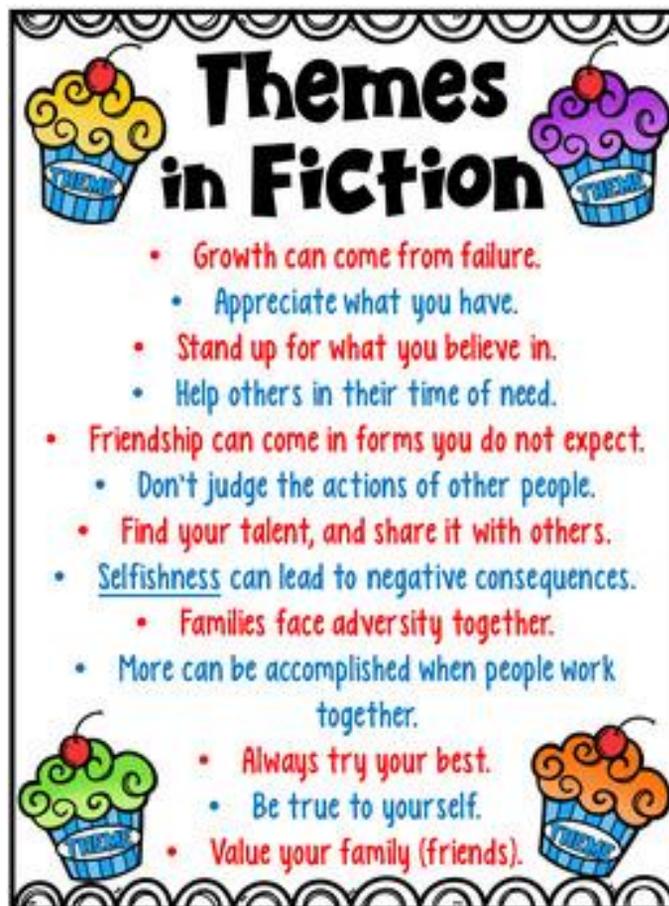
The theme of a story is the message, lesson, or moral the author wants you to learn.

## 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!**

**P**ut the text in your own words.

**A**void copying the text.

**R**earrange similar text.

**A**sk yourself if you included all the important points.



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**SUMMARIZE IT!**

**S**horter than the text.

**U**se your own words.

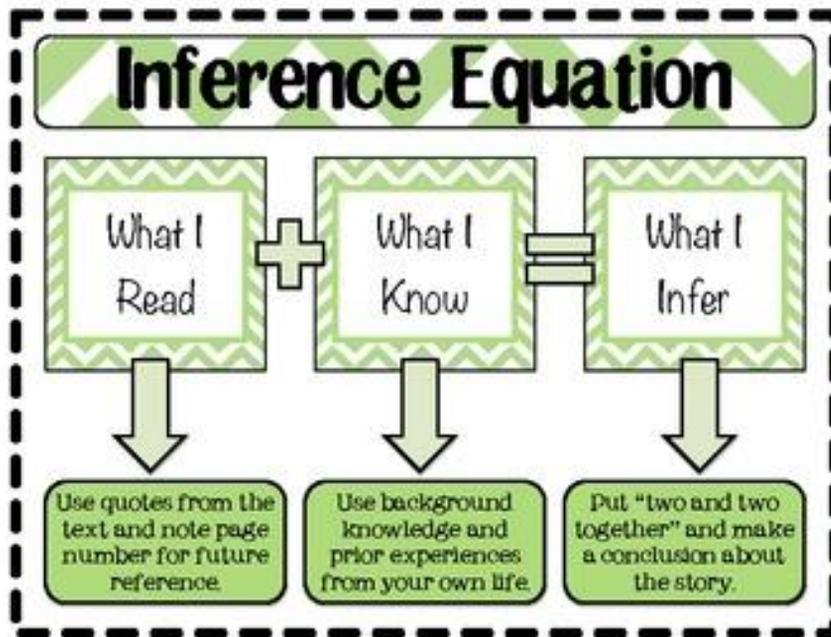
**M**ain ideas only.



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# 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.

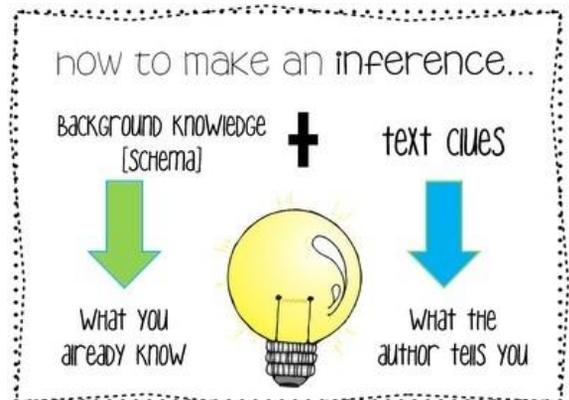


**HOW TO MAKE AN INFERENCE**

**BACKGROUND KNOWLEDGE + CLUES FROM THE TEXT**

GOOD READERS PIECE TOGETHER CLUES FROM THE TEXT AND FILTER THEM THROUGH THEIR BACKGROUND KNOWLEDGE TO MAKE INFERENCES.

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# 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

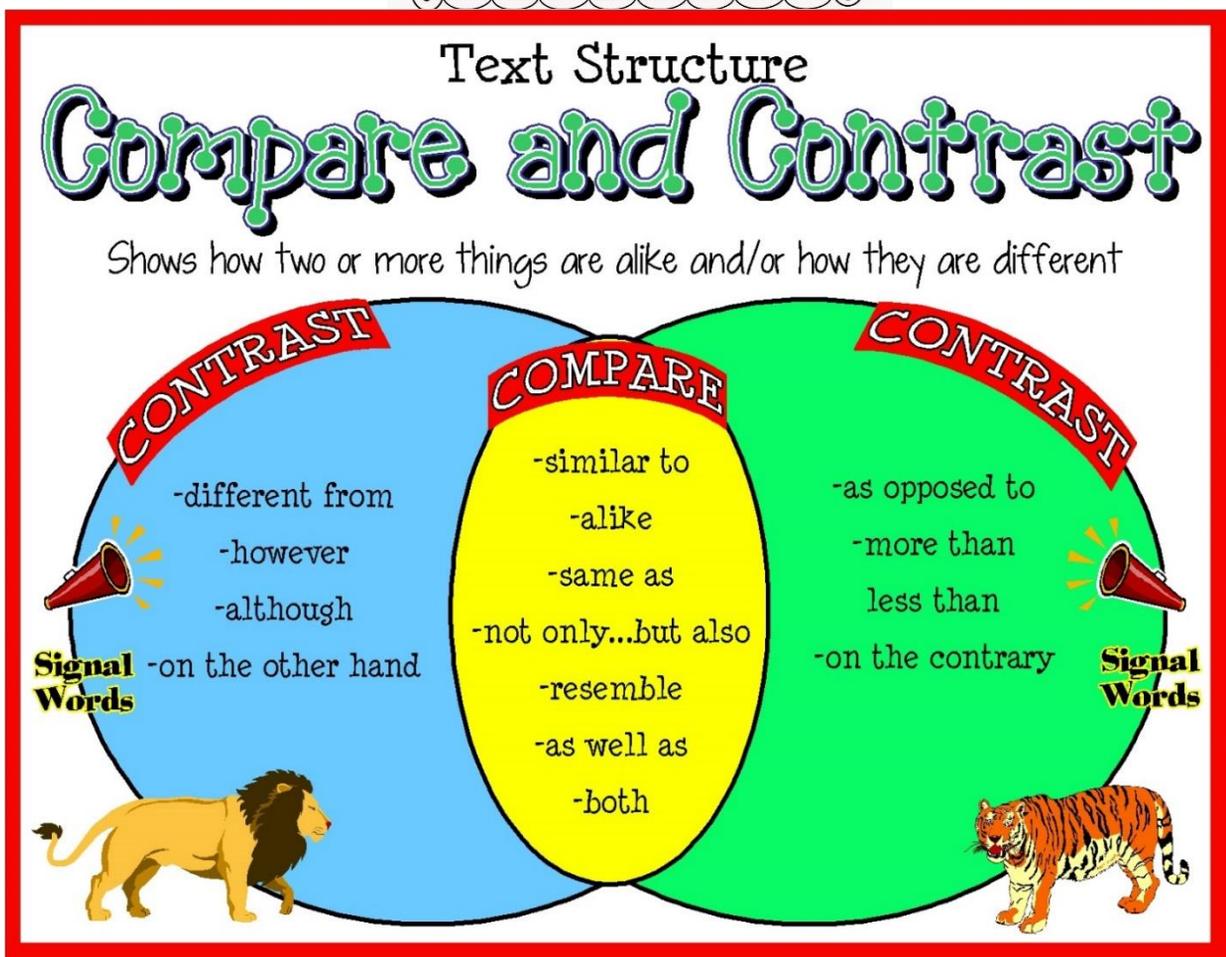


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## Text Structure

# 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**

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

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

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

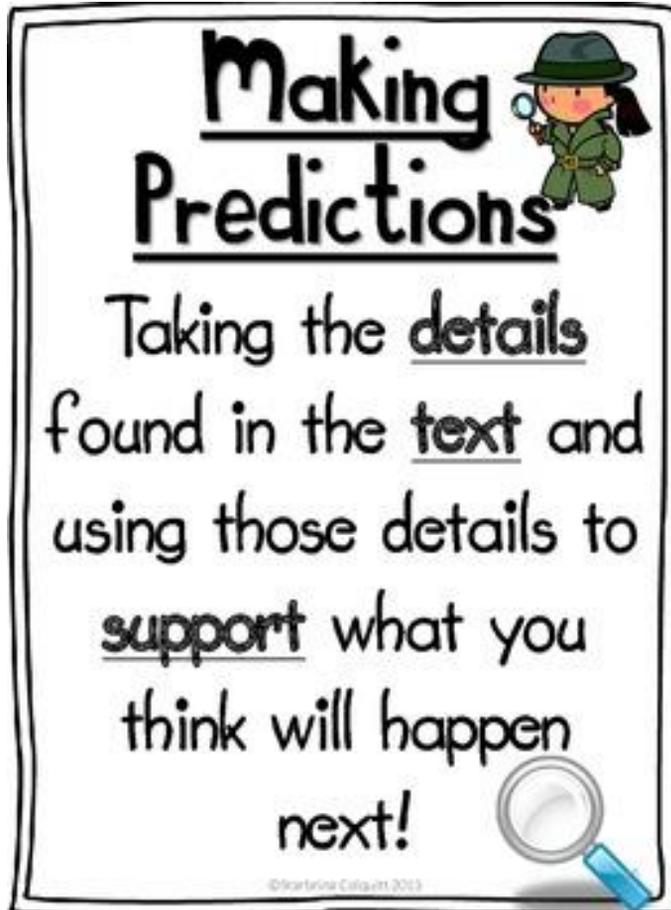
**E**xample- Mr. Fry is an affable principal. He knows everybody's name. If you have a problem, talk to him.

**I**nference- 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...

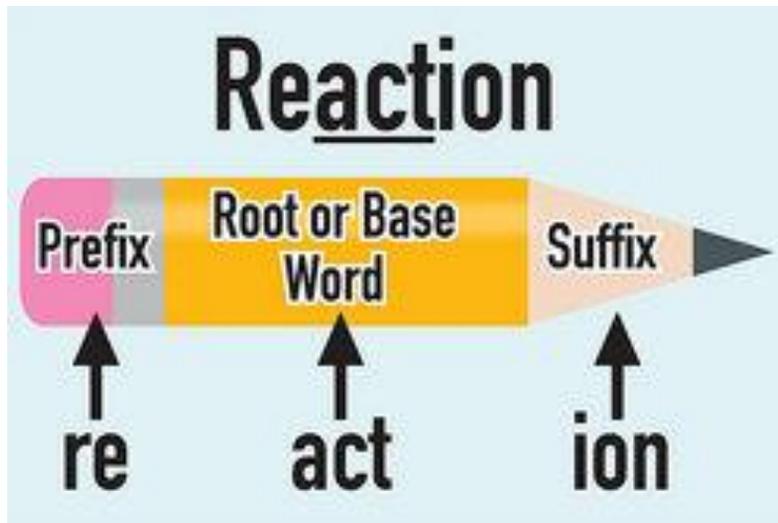
This heading helps me think...

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

Based on the pictures, I think...

# Word Parts

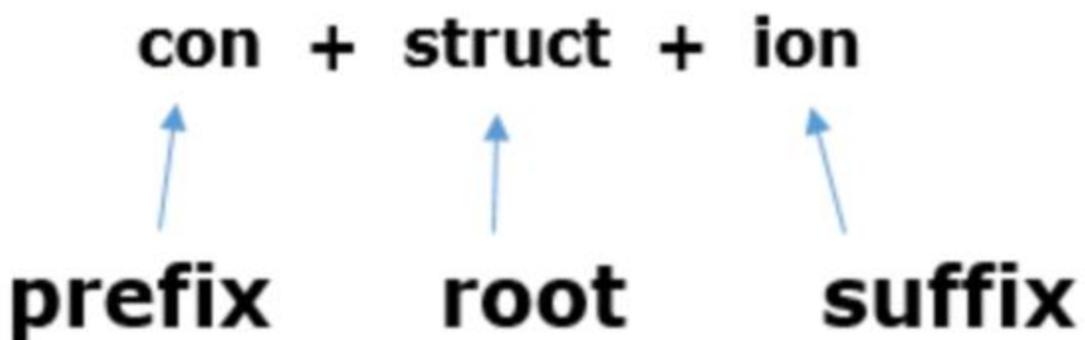
## Prefixes, Root Words, and Suffixes



**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.

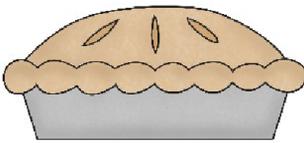
*I'm never going to finish my homework.*

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

kearsons 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.

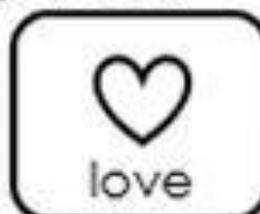
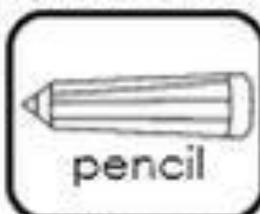
### Exceptions:

- 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 <b>walked</b> home yesterday.	I <b>am walking</b> home today.	I <b>will walk</b> home tomorrow.
I <b>cleaned</b> my room last week.	I <b>am cleaning</b> my room right now.	I <b>will clean</b> 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.

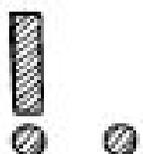
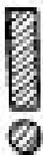
Mr. Smith < is my teacher.

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

# 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.

<b>Compound</b>	<p>A compound sentence is two simple sentences joined by a comma and a conjunction.</p> <p>Simple sentence, <span style="border: 1px solid black; padding: 5px; display: inline-block; text-align: center;">For And Nor But Or Yet So</span> simple sentence.</p> <p>I did my homework, but I wanted to go to the park.</p>
<b>Complex</b>	<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 <b>as, after, although, when, while, until, because if, since.</b></p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px 10px;">Independent clause</span>   <span style="border: 1px solid black; padding: 2px 10px;">Dependent clause</span></p> <p style="text-align: center;">I went to the park while my sister did homework.</p> <p style="text-align: center;"><span style="border: 1px solid black; padding: 2px 10px;">Dependent clause</span>   <span style="border: 1px solid black; padding: 2px 10px;">comma</span>   <span style="border: 1px solid black; padding: 2px 10px;">Independent clause</span></p> <p style="text-align: center;">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.

**FANBOYS**

for and nor but or yet so

Examples of FANBOYS in sentences:

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

<b>1</b>	Commas can be used between words in a series. I like to eat cookies, cake, brownies, and ice cream.
<b>2</b>	Commas can be used before the conjunction in a compound sentence. I like to eat cookies, and I like to eat cake.
<b>3</b>	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.
<b>4</b>	Commas can be used before and after quotation marks. "I like to eat cookies," I said. I said, "I like to eat cookies."
<b>5</b>	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.

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

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!