

Steck-Vaughn  
School Supply



SV 2362-4

Grade 7

# Reading Comprehension

## Across the Genres

Going Beyond Literal Comprehension



- Core Reading Skills Instruction
- Wide Exposure to Genres
- Clear, Student-Friendly Lessons
- 5-Step Exercise Format



# Reading Comprehension Across the Genres

## Grade 7

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## LESSON

## 1

# The Deputy Principal

Cross-Curriculum Literacy Links: Civics and Citizenship

<b>Text Type</b>	Narrative
<b>Purpose</b>	To tell a story
<b>Structure</b>	1 Introduction – who or what, where and when 2 Complication 3 Series of events 4 Resolution
<b>Features</b>	Use of past tense and pronouns

## From Crossfire

The Deputy Principal scurried along the corridor, his leather shoes pounding the old wooden floorboards like hammers. Two unhappy boys, heads down and shoulders hunched, hurried to stay in his wake. As the little procession passed each classroom, heads were lowered again, like animals in a field returning to their quiet grazing. When they reached the bank of grey metal lockers, the marchers halted and the Deputy Principal said simply, "Aldridge, I want you to get out your guitar case."

Luke Aldridge stepped forward. Though only fourteen, he was almost as tall as the Deputy Principal, but whereas the Deputy was a ball of a man, with muscular arms and legs and a head that seemed to sit on his shoulders without need of a neck, Luke was slim and angular. His movements were awkward; he hadn't yet learned to control his rapidly growing body. And now he was nervous, which made his movements even more clumsy as he worked the dial of the combination lock. It fell open, and as instructed he withdrew a black guitar case, ancient and battered, made from the rigid cardboard used before vinyl and plastic became available. It was secured by two catches speckled with rust.

"Open it," commanded the Deputy Principal.

"It's locked and I don't have the key," Luke said.

"Don't give me that! This is your case isn't it?"

But the Deputy was deprived his full measure of anger when the second boy interrupted, digging into his pocket.

"I have the key, Sir."

"Is that so? Interesting. Well then, you open it, Tertzowjic." He pronounced the name perfectly and couldn't resist a satisfied smile to himself at the evident surprise this confident performance produced. Most who confronted this name balked and stammered their way through it.

The second boy, who now held the tiny key in his hand, took the guitar case from his companion and placed it carefully on the floor. Kneeling beside it, he inserted the key in each lock in turn, then released both spring-loaded latches together, with a "flick-thud" sound. The boy hesitated then, head bowed, and a second later the Deputy Principal denied him the dubious honour of raising the lid. Instead, he hooked the toe of his shoe under the rim and flipped it upwards.



All three stood gazing at the contents without the least surprise. After all, why should there be any surprise? The two boys had both known exactly what was inside and the Deputy Principal had certainly expected to see what lay before him now. That was why this little melodrama was being played out.

from *Crossfire* by James Maloney. Brisbane: University of Queensland Press, 1992. Pp. 1-2.

## On the Surface

- 1 Who is in trouble with the Deputy Principal? \_\_\_\_\_
- 2 In whose locker is the guitar case? \_\_\_\_\_
- 3 Why can't Luke open the guitar case? \_\_\_\_\_
- 4 Why weren't any of them surprised at what was in the case? \_\_\_\_\_

## Discoveries

- 1 Write the meanings of the following words.
  - a principal (adj.) \_\_\_\_\_
  - b principal (noun) \_\_\_\_\_
  - c melodrama \_\_\_\_\_
  - d balked \_\_\_\_\_
  - e dubious \_\_\_\_\_
  - f scurried \_\_\_\_\_
  - g hunched \_\_\_\_\_
- 2 Similes are comparisons which use the words *like* or *as*, e.g., "It was light as day." Give two examples of simile from the passage.  
\_\_\_\_\_  
\_\_\_\_\_
- 3 Would this melodrama have been as effective if the Deputy Principal had told the boys what he knew before he marched them down to their lockers? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

## Delving More Deeply

1 What do the students in the classrooms do when the procession passes their room?

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2 Think about how the characters are described in the passage. With whom do you think the writer's sympathy lies: the boys or the Deputy Principal?

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3 Can we assume that the guitar case belongs to Aldridge? \_\_\_\_\_

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4 How do we know the boys are worried about what the Deputy Principal is about to find in the case?

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5 Why do you think the Deputy Principal opens the case with his foot? \_\_\_\_\_

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## Hidden Depths

1 The guitar case obviously does not contain a guitar. What do you think is in the case?

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2 The Deputy Principal seems to be pleased that he has caught the boys. What do you think his attitude is toward the boys?

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## Extend Yourself

- Script the conversation between the Deputy Principal and the person who informed on the boys.
- Write the next scene in the story. What is in the guitar case?
- Sketch the scene based on the descriptions in this text.
- Present a role play of this passage to the class.



# Reading Comprehension

## Across the Genres

### A Simple, Flexible Solution for Reading Skills Support

**Reading Comprehension Across the Genres** can be used in a variety of ways:

- **Practice:** Assign independent practice for core reading skills.
- **Remediation:** Target certain text types or skills that need further attention.
- **Reinforcement/Review:** Support and review key topics from your curriculum.
- **Enrichment:** Provide students with opportunities for deeper study.
- **Homework:** Assign meaningful, student-centered homework that can be completed in a single sitting.

### **Reading Comprehension Across the Genres**

includes 35 lessons covering various genres:

Essays	Cartoons	Short stories
Novels	Poems	Advertisements
Letters	Scripts	Functional documents
Reviews	Journals	Tables and charts

**Reading Comprehension Across the Genres** features a 5-step exercise format:

- Basic, literal understanding questions
- Author's purpose, text structure, and language features questions
- Interpretive questions
- Higher-order interpretive and critical thinking questions
- Activities to extend the text through writing, listening, speaking, and viewing

**Reading Comprehension Across the Genres** also includes

**Cross-Curriculum Links**

**Graphic Organizers**

**Bound-in Answer Key**

**Available for Grades 6, 7, and 8**