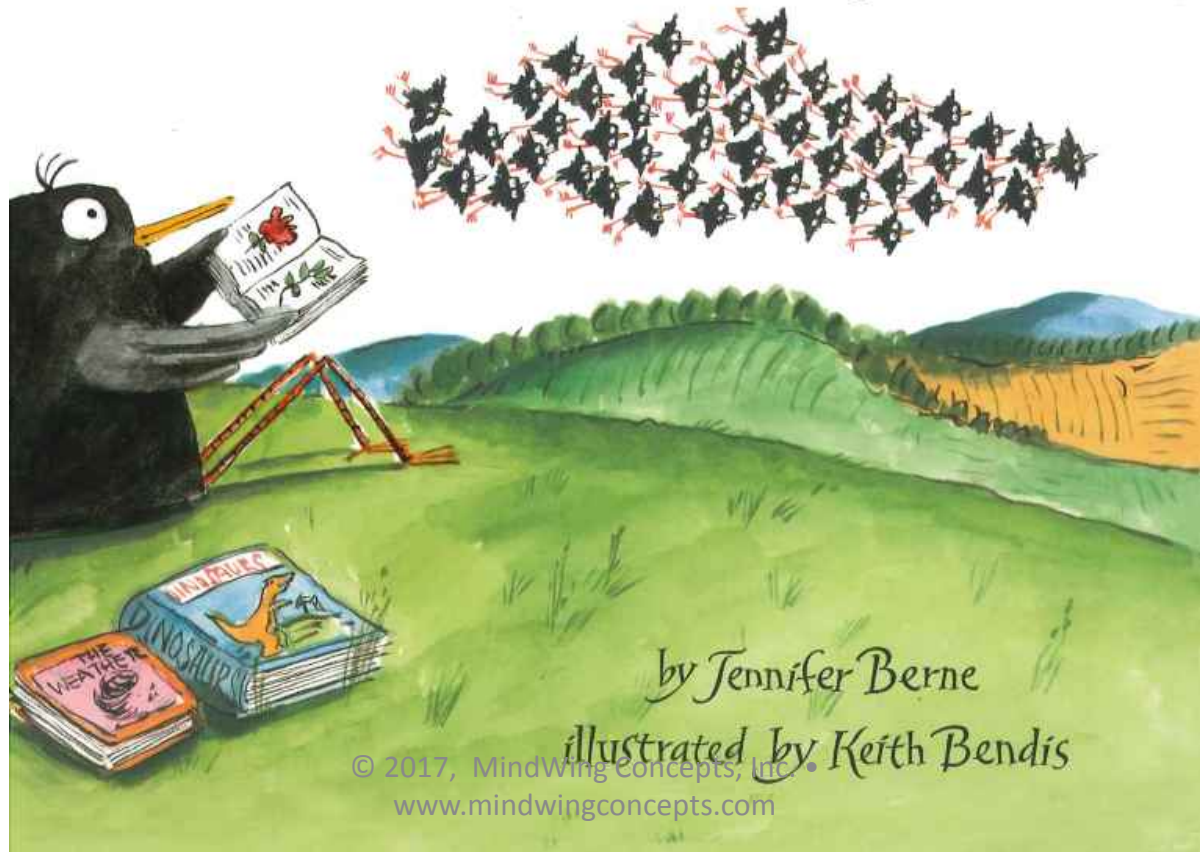


# Calvin Can't Fly

*The Story of a Bookworm Birdie*

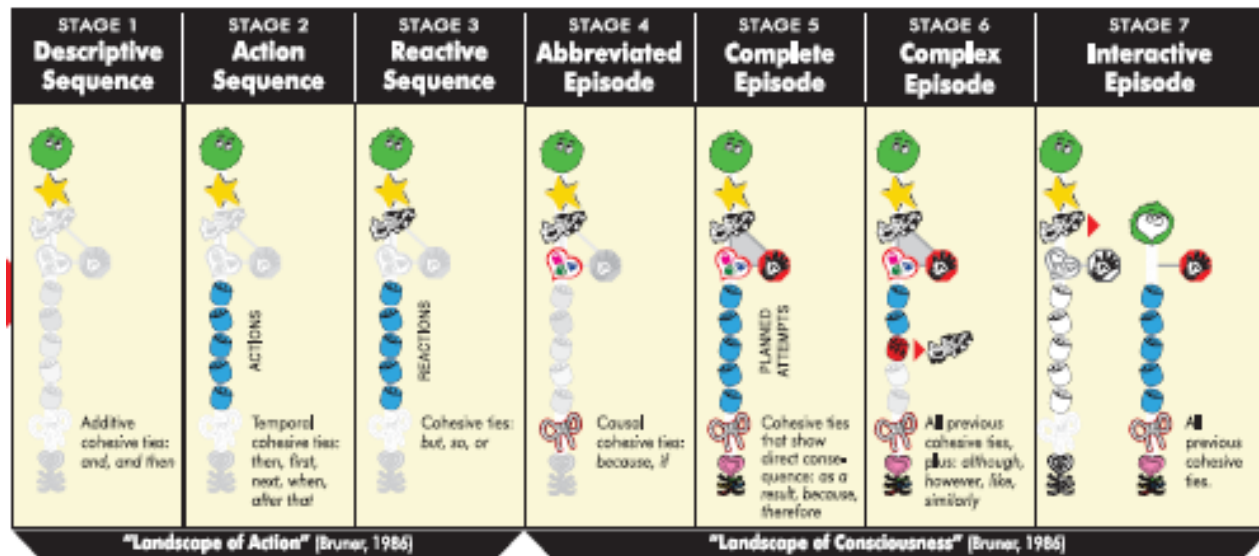


by Jennifer Berne

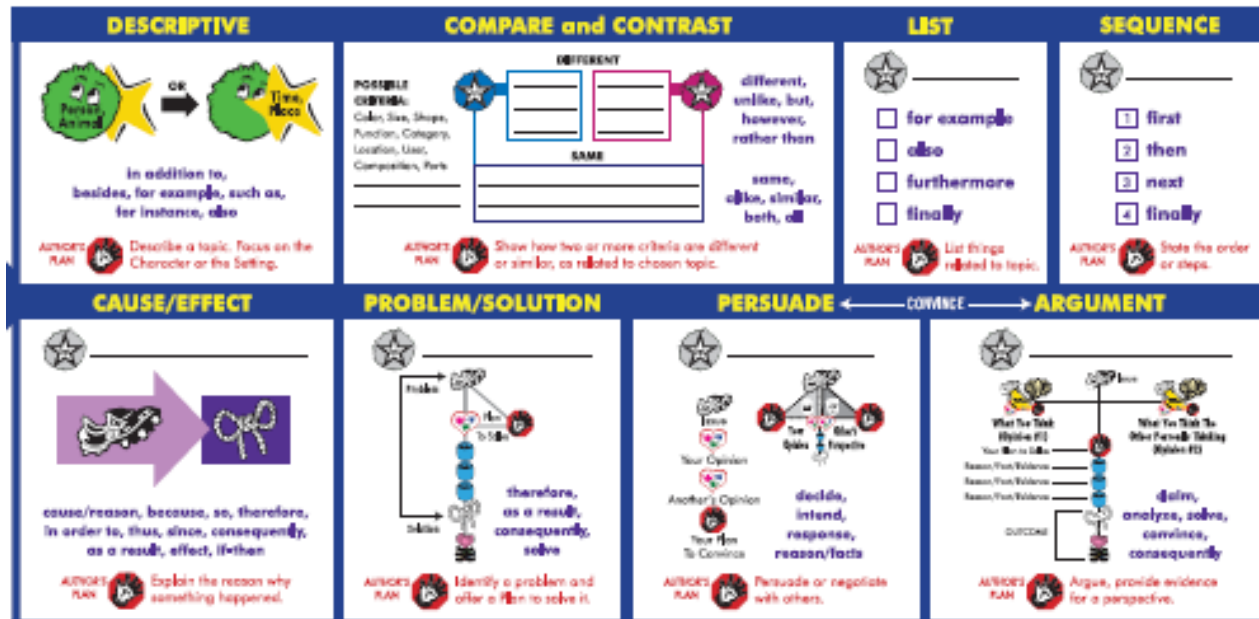
illustrated by Keith Bendis

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# STAGES OF NARRATIVE DEVELOPMENT



## EXPOSITORY TEXT STRUCTURES



Story  
Grammar  
Marker®



ThemeMaker

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# Social Situations

## First Situation (Calvin's perspective)



*Character:* Calvin



*Setting:* Outside near the library



*Kick-Off:* His cousins called him “nerdy birdie” “geeky beeky” and “bookworm.”



*Feeling:* Calvin felt sad.

*Mental:* He **knew** that the library made him feel calm.

*Mental:* He **remembered** that there were other animals who liked books too.

*Mental:* He **realized** that he would not be unhappy at the library.



*Plan:* Go to a place of comfort (the library) among others who shared his interests



*Planned Attempt 1:* Walk back to the library



*Planned Attempt 2:* Sat with his library friends



*Planned Attempt 3:* He read.



*Planned Attempt 4:* He learned.



*Planned Attempt 5:* He absorbed everything his little startling mind could.



*Direct Consequence:* Calvin broadened his mind with like companions.



*Resolution:* He felt calm and happy.

Book: *Calvin Can't Fly*  
by Jennifer Berne

# Social Situations

## Second Situation: Calvin



**Initiating Event:** Calvin realized that he could not migrate with the other starlings.



*Feeling:* He felt sad and tearful.

(There was nothing he could do about that.)

Book: *Calvin Can't Fly*  
by Jennifer Berne

# Social Situations

## Third Situation: The Flock



**Initiating Event:** Calvin admitted to his sister that he couldn't fly; the flock realized that Calvin wouldn't be able to migrate!



**Feeling:** They felt empathy for him.

### Mental State Verbs (Sentence Complements):

They **knew** that Calvin couldn't fly.

They **remembered** that he was different and liked to read instead of doing "starling-like" things.

They **realized** that he would probably die if he did not migrate.



**Plan:** They made a plan to help him.

(What did they say to each other? What was their tone of voice?  
What was their body language like?)

Make up a sequence of attempts to get from the plan to the consequence.



First...



Next...



After that...



**Consequence:** As a result, they saved him.



**Resolution:** The starling flock felt wonderful.

Book: *Calvin Can't Fly*  
by Jennifer Berne

# Social Situations

## Fourth Situation: Calvin



**Initiating Event:** Calvin saw the storm clouds in the distance.



**Feeling:** He felt shocked but confident.

### Mental State Verbs (Sentence Complements):

He **knew** that the cloud meant that...

He **remembered** reading that a hurricane was dangerous so...

He **realized** that he better do something soon because...



**Plan:** He made a plan to save the migrating flock, his relatives and friends.



**Attempt:** He identified the storm cloud.



**Attempt:** He told the flock what a hurricane was.



**Attempt:** He told them to make haste into the cave to wait it out.



**Consequence:** As a result, he saved the flock.



**Resolution:** He, Calvin felt happy/excited....

Book: *Calvin Can't Fly*  
by Jennifer Berne



# Expository Text Features

Setting

**Descriptive Map**

STUDENT

Name \_\_\_\_\_

Date \_\_\_\_\_

YOUR  
PLAN



**Describe a topic.**  
**Tell what something is and does.**



Hurricane

Category:

violent, tropical  
weather system

Category:

storms up the  
coast at a  
tremendous speed



Category:

will not diminish  
until it reaches  
large stretches  
of land mass

Category:

requires birds to  
find shelter as  
well as animals  
& people

Category:

it is dangerous  
and unsafe; people  
and animal must  
heed warnings

Topic Sentence:

A hurricane is a violent, tropical  
weather system that storms up the coast  
at a tremendous speed and will not  
diminish until it encounters large stretches  
of land, besides it is dangerous and

Reference:

required birds, animals & people to seek shelter

**Key Words:**

in addition to,  
 besides, for example,  
 such as, for instance,  
 also, and, it means,  
 specifically

# Expository Text Features

**List Map**

Name \_\_\_\_\_ Date \_\_\_\_\_

Expository Text

**STUDENT**



"List" things related to a topic.



Signs of a Hurricane



winds blew hard



trees bent sideways



leaves scattered wildly



harder for birds to fly



air had an odd smell to it - danger

**Key Words:**

for example, also  
list, and, besides,  
furthermore,  
in addition to,  
another, also,  
for instance,  
more, some

Topic Sentence: Several aspects of the weather  
and environment changed before the hurricane.  
For example, the winds blew hard, the  
trees bent sideways, leaves scattered wildly  
and furthermore it became harder for birds  
to fly and it was dangerous.





# Expository Text Features


**Sequence Map**


Name \_\_\_\_\_ Date \_\_\_\_\_ Expository Text


**STUDENT**


**YOUR PLAN**  **Tell the order or steps.**


 The Path of the Hurricane

To begin with,  
First  a great storm blew across the land

Next  it thundered over the mountains

Then  it roared through the villages

After that,  
soon after  it smashed and crashed

Finally  it rumbled and raged

Topic Sentence: First the hurricane blew across  
the land, next it thundered over the  
mountains, then it roared through the villages,  
after that, it smashed and crashed, and  
finally it rumbled and raged

# Expository Text Features

## Cause/Effect Map

STUDENT

Name \_\_\_\_\_

Date \_\_\_\_\_

Expository  
Text

YOUR  
PLAN



Explain the reason *why* something happened.



*Effects of the Hurricane* Audience \_\_\_\_\_



Topic Sentence: *The hurricane caused*  
*wind, need to seek shelter, and*  
*'destruction' of land and property.*

### Key Words:

cause, reason,  
because, therefore,  
in order to, thus,  
since, consequently,  
as a result, effect,  
if-then, so