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*Test Preparation*

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***Grade 4 Reading Unit 7***

**Dates:**

Jan. 24 – Feb. 27

***Unit of Study Planning Template***

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| Unit: Test Preparation |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | **GOAL: 1** Readers recognize and use narrative story structure.  **GOAL: 2** Readers recognize and use expository structure.  **GOAL: 3** Readers use reading strategies to solve and understand unknown words. |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).  4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.   4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. 2. Recognize and explain the meaning of common idioms, adages, and proverbs. 3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).   4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). |

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| Key Vocabulary: | Fact and opinion, author’s argument (purpose), imagery, symbolism, figurative language, Cause and effect, sequence, Search for and use information, analyze charts, graphs and diagrams, “How To”, step by step lists, passage, narrator, author, statement, selection, events, most likely, least likely, narrative, non-narrative, heading, perspective, biography, topic sentence, differentiate between, predictable, relevant, best, except for, refer, right before, explains, right after, best describes, mostly about, article, not, doesn’t, persuade, almost, closest, most like |

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| Anchor Texts: | Sample test passages from prior years, HIghlights magazine passages, Ranger Rick passages, National Geographic passages, Sample test questions |

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| Other Resources: |  |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Anecdotal notes, conferring notes, pre-tests given for strand analysis, practice tests given throughout the unit | OAKS test |

Unit of Study At A Glance Planner

| **Unit 7** Test Preparation | | |
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| **GOAL**  Test takers recognize and use narrative story structure | **GOAL**  Test takers recognize and use expository structure. | **GOAL**  Test takers use reading strategies to solve and understand unknown words. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is. (Pg. 116)   4.RML.7-1   * Test takers recognize predictable questions by being alert for them. (Pg. 116,120)   4.RML.7-2   * Test takers prepare to answer questions by reading and coding question stems . (Pg. 115-116)   4.RML.7-3   * Test takers prepare to answer questions by predicting the answers before finding them   4.RML.7-4   * Test takers confidently tackle test questions by recognizing and understanding common test language and being alert for deceptive answers.   MWTP Remember, test writers are going to try and trick you by making all the answers seem correct. (Pg. 116,133)  4.RML.7-5   * Test takers pay attention to and infer about characters by reading between the lines (Pg. 119-120,125-126)   4.RML.7-6   * Test takers pay attention to the characters’ point of view and from whose perspective it is being told. (Pg. 119)   4.RML.7-7   * Test takers identify characters’ achievements and motivation by extracting important information from biographies.(Pg. 119-120)   4.RML.7-8 | * Test takers organize main idea and details by using a boxes and bullets format.(Pg.114)   4.RML.7-9   * Test takers tackle nonfiction passages bypaying attention to text features.(Pg.120)   4.RML.7-10   * Test takers answer questions about the purpose and main idea by thinking about the whole passage.(Pg.120)   4.RML.7-11   * Test takers comprehend step by step (“how to”) directions by examining the subtle/pivotal details in the questions. (Pg. ) 4.RML.7-12 * Test takers differentiate between fact and opinion by identifying evidence in the text. (Pg. 120)   4.RML.7-13   * Test takers recognize the author’s purpose of a poem by thinking about what the author wants to teach me or wants me to feel. (p. 121)   4.RML.7-14   * Test takers answer questions about charts and graphs byanalyzing the information and the purpose of the chart. (p. 122)   4.RML.7-15   * Test takers read actively by note taking in smart ways and marking the text where the answer is found. (p.122)   4.RML.7-16 | * Test takers determine the meaning of a word by using the context, or reading around the word. (p. 128)   4.RML.7-17   * Test takers determine the meaning of a word by using true cognates that they know. (p.128)   4.RML.7-18   * Test takers use word work strategies to solve unfamiliar words, (ie: prefixes, suffixes, roots)   (p.128)  4.RML.7-19   * Test takers solve words by substituting other words in the sentence to see if they make sense and eliminating those that don’t. (p.128)   4.RML.7-20 |

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| **WORKSHOP CALENDAR FOR:** | **4th grade Reading Unit 7** | Date: Jan. 24 – Feb. 27 |
| **Unit of Study:** | Test Preparation |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  | 24  Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is.  4.RML.7-1 | 25  Test takers recognize predictable questions by being alert for them.  4.RML.7-2 |
| 28  No school-work day | 29  Test takers prepare to answer questions by reading and coding question stems.  4.RML.7-3 | 30  Test takers prepare to answer questions by predicting the answers before finding them.  4.RML.7-4 | 31  Test takers confidently tackle test questions by recognizing and understanding common test language and being alert for deceptive answers.  MWTP Remember, test writers are going to try and trick you by making all the answers seem correct. 4.RML.7-5 | 1  Test takers pay attention to and infer about characters by reading between the lines. 4.RML.7-6 |
| 4  Test takers pay attention to the characters’ point of view and from whose perspective it is being told.  4.RML.7-7 | 5  Test takers identify characters’ achievements and motivation by extracting important information from biographies.  4.RML.7-8 | 6  Test takers organize main idea and details by using a boxes and bullets format.  4.RML.7-9 | 7  Test takers tackle nonfiction passages bypaying attention to text features.  4.RML.7-10 | 8  Test takers answer questions about the purpose and main idea by thinking about the whole passage.  4.RML.7-11 |
| 11  Test takers comprehend step by step (“how to”) directions by examining the subtle/pivotal details in the questions.  4.RML.7-12 | 12  Test takers differentiate between fact and opinion by identifying evidence in the text.  4.RML.7-13 | 13  Test takers recognize the author’s purpose of a poem by thinking about what the author wants to teach me or wants me to feel.  4.RML.7-14 | 14  Test takers answer questions about charts and graphs byanalyzing the information and the purpose of the chart. 4.RML.7-15 | 15  No school-Furlough |
| 18  No school-Holiday | 19  Test takers read actively by note-taking in smart ways and marking the text where the answer is found.  4.RML.7-16 | 20  Mini-lesson choice day | 21  Test takers determine the meaning of a word by using the context, or reading around the word.  4.RML.7-17 | 22  Test takers determine the meaning of a word by using true cognates that they know.  4.RML.7-18 |
| 25  Test takers use word work strategies to solve unfamiliar words, (ie: prefixes, suffixes, roots)  4.RML.7-19 | 26  Readers solve words by substituting other words in the sentence to see if they make sense and eliminating those that don’t.  4.RML.7-20 | 27  Mini-lesson choice day |  |  |

**Unit of Study Assessment Checklist**

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| Unit: 7 *Test Preparation* |

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| Name | I can identify author’s purpose. | I can identify the main idea | I can analyze charts and graphs and determine the important elements that answer questions. | I can determine the meaning of unfamiliar words. | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 7 Mini Lesson 1** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Test takers recognize and use narrative story structure. |
| **Teaching point *(Kid language!)*:** | Test takers prepare for a test passage by quickly scanning the passage and questions to identify the type of passage it is. |
| **Catchy phrase:** | Good readers quickly scan the passage before going back and carefully reading the same text. |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Boys and girls, when you are taking your OAKS test, there are a lot of questions. It can be overwhelming to see all of those at once. However, if you take each section, and quickly scan the passage and the questions, you will already have an idea of what It’s going to be about. Of course, after scanning, you will go back and read it all carefully, including the questions.  **Remember, good readers quickly scan the passage before going back and carefully reading the same text.** |
| ***Teach:***  Today, we are going to look at some passages on a practice reading test (on the doc-cam). We want to identify what type of passage it is, whether it is narrative (fiction), non-narrative ( non-fiction), science, how-to, history, biography, and informational. Knowing what type of passage it is, will help us better understand how to answer the questions.  First we’re going to read the topic sentence, any bold, underlined, or italicized words, headings or captions, and look for any important sounding words so that we have an idea of the type of passage it is. Then we’ll look at the questions to see if that can help us any further, before we go back and read everything carefully.  **Don’t forget that good readers quickly scan the passage before going back and carefully reading the same text.** |
| ***Active Involvement:***  Now it’s your turn. You and your partner are going to take the passage you have in your hands, and together quickly scan it, and the questions, and see if you can determine the type of text it is. I will be coming around to see how you’re doing. Remember, you’re not reading every single word. After you scan and determine the text type, THEN, you’ll go back and read every word carefully.  **Keep in mind, good readers quickly scan the passage before going back and carefully reading the same text.** |
| ***Link:***  What I would like you to do today, is take your practice test, and as you scan, write the type of passage you think it is and why in the margins. I will be coming around to see what you think and why! |
| **Mid-Workshop Teaching Point:**  **Good readers quickly scan the passage before going back and carefully reading the same text.** |
| **Share:**  Before leaving today, we’ll meet on the carpet and share our findings with our partner. Did you and your partner agree? |

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| **Unit 7 Mini Lesson 2** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use narrative story structure.. |
| **Teaching point *(Kid language!)*:** | Test takers recognize predictable questions by being alert for them |
| **Catchy phrase:** | Alert test takers can predict questions! |
| **Text:** | Varied sample state assessments (For example Oaks website)  Oaks 4th grade sample test: Laurel Hill (excerpt) |
| **Chart(?):** | Refer to predictable sample questions chart attached \*\*\*\* |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).  4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. |

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| **Mini Lesson: (**7-10 minutes total) Alert test takers can predict questions! |
| ***Connection****:*  *Yesterday, we learned about scanning the passage and questions to identify what type of passage it is. Today, we will continue to read similar passages, and we will focus on how “alert test takers” can predict questions from the passage. As alert test takers, we are going to use the knowledge we already have about main idea, details, vocabulary, and inference etc. to predict questions that could be asked about the text.* |
| ***Teach:***  *When reading a test passage we need to be “alert for possible test questions”. The most common types of test questions can become predicable once we familiarize ourselves with them. So let’s practice familiarizing ourselves with the types of possible questions. The most predicable types of questions are:*   |  |  |  |  | | --- | --- | --- | --- | | * *Main idea* * *Detail* | * *Sequence* * *Vocabulary* | * *Summary* * *Author’s purpose* | * *Character Detail* * *Inference* | | * *Fact or opinion* | * *Plot* |  |  | |
| ***Guided Practice:***  *We are going to read with our partners a short passage as if we were reading a test passage. (show on doc cam the passage from Oaks 4th grade sample test “Laurel Hill”). As we read, we are going to look for some of the possible predictable questions. (have pre-set partner groups) The partner groups will read the text with an alert eye together and stop to talk about what you’ve read. Discuss the types of* possible questions you found in the text.  “With your partner, read the 1st sentence in the 3rd paragraph starting with ‘The oxen strained...’ (give students a few moments to read the excerpt.)  “The oxen strained and pulled with all their waning strength.” This can be a possible Vocabulary question and I know that because they have underlined the word “waning”. (from Oaks sample test, Laurel Hill)  Teacher lead:  “Did you see a possible question about main idea or sequence? How about the author’s purpose or vocabulary? Talk with your partner about what you think the possible predictable question could be. (give students a few moments to discuss.) Let’s write down one of the possible predicable questions that you found. (Teacher records the possible question on board/chart paper).  Example possible questions: What does waning mean? What does strained mean? Why were the oxen straining and pulling?  (Lead students to the underlined vocabulary word.) Look at this word, it’s underlined, the reason it’s underlined is because the test writers want you to focus on this word. It’s important and they are going to ask you about it. So, whenever you see a bolded or underlined word the test writers are going to ask you about it. You can be sure that there will be a vocabulary test question about it.  Therefore, I know that that word is important to remember. I will pay attention to that word and how it’s used in the text. “Alert test takers can predict questions!”  (Teacher, have this passage on doc cam, ask students to read)  The road was rough and hard to follow. Up and down it went, over sharp rocks, through mudholes, twisting and turning around stumps and tree roots and fallen logs.  “This must be the worst road ever devised,” sighed Mother, after we had been struggling for hours and getting nowhere. (pg.1 Oaks 4th sample, Laurel Hill)  “Did you see a possible question about main idea or sequence? How about the author’s purpose or vocabulary? Talk with your partner about what you think the possible predictable question could be. (give students a few moments to discuss.) Let’s write down one of the possible predicable questions that you found. (Teacher records the possible question on board/chart paper).  Example possible questions: Why did Mother sigh? What was the road like? How did long did the trip take?  “These are some wonderful examples of kinds of questions that ‘Alert test takers can predict!’” |
| ***Link:*** *Remember,* alert test takers can predict questions as they read the passage. Stay alert and focus on your reading in order to be able to point out where the test writers might use the passage to write a question. |
| **Mid-Workshop Teaching Point:** *Let keep in mind….the most common types of test questions can become predicable once we familiarize ourselves with them. The most predicable types of questions are:*   |  |  |  |  | | --- | --- | --- | --- | | * *Main idea* * *Detail* | * *Sequence* * *Vocabulary* | * *Summary* * *Author’s purpose* | * *Character Detail* * *Inference* | | * *Fact or opinion* | * *Plot* |  |  | |
| **Share:** |

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| **Unit 7 Mini Lesson 3** |

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| Unit of Study | Test Preparation |
| Goal: | Readers recognize and use narrative structure |
| Teaching point: | Test takers prepare to answer questions by reading and coding question stems. |
| Catchy Phrase: | Alert test takers identify whole text questions or detail text questions. |
| Text: | Test sample passage |
| Standard | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; ~~summarize a text.~~  4.RI.1 refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; ~~summarize the text.~~ |

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| **Mini- Lesson:** (7-10 minutes total) |
| **Connection:**  Yesterday we spent some time thinking about the types of questions we might find in a passage of text. We learned there are more than 10 different kinds of questions that could be answered from reading one passage.  We are going to take what we learned yesterday and build on it today by learning how to code the type of question being asked. Is it a Whole-text question? Or a Detail Question? **Alert test takers identify whole text questions or detail text questions**. Remember, successful test takers take time to determine whether the question pertains to the whole text or to a specific detail. |
| **Guided practice:**  All questions fall under two headings Whole-text questions and Detail Questions. (write these in T-chart format on poster paper-or have this up and ready) The reason it is important to know is so that if it is a whole text question, you know to think across the WHOLE story. Thinking about what happens, thinking about the main ideas and characters over all. Whereas a detail question will ask you to zoom in on one particular detail, that detail maybe in one particular word, one character, in one line, or in one section, or in one paragraph of the passage.  There are some word clues in the questions that can help you determine what type of question it is. For Whole text questions these are the clue words you can look for: main, mainly, most, mostly, most likely. (label these on the t-chart) Whole text questions will have these types of words, indicating for you to think across the WHOLE story. (refer to pg. 124 LC unit 7)  There are some word clues in the questions that can help you determine what type of questions it is for DETAIL text questions. The detail word questions will have these clue words that you can look for: Detail, best supports, fact, event, section, line, phrase, right before, first, then, next, after, finally. (refer to pg. 125 LC unit 7) |
| **(guided practice eliminates the necessity of the Active Involvement)**  Teacher projects possible detail or whole questions on board and ask students to identify whether the sentence is “whole” or “detail” text question.)  Example questions:   * Which is the main idea? * What is the passage mostly about? * What is the best title for the passage? * Which choice best tells what the passage is about? * What does the character do after he goes the park? * Which detail best supports the idea that…? * Which event in the story happens first? * What happens right before…?   Pair share: Students will pair share in discussion and identify which question is a “Whole text” or “Detail text” question.  While students pair share the teacher will float and listen to discussion and will identify students which correctly have identified the questions. The teacher will call upon the identified students whom correctly labeled the questions to share.  Independent work: (Use Laurel Hill excerpt from lesson 2, have student independently read excerpt passage with questions attached. The students will label the questions as either “whole text” or “detail text”. |
| ***Link:***  *Remember, that “*alert test takers identify whole or detail text questions” in the text. |
| **Mid-Workshop Teaching Point:**  Many wrong answer choices are details from the text, but they do not answer the questions posed or may only answer the question partially. |
| **Share/Closing:**  So we have been practicing be to alert test takers by identifying if a question is a “whole or detail” text  questions.” We will share our findings from the Laurel Hill passage by pair sharing and then we will reconnect, so be ready to share. Let’s remember that “**Alert test takers identify whole text questions or detail text questions**, because successful test takers take time to determine whether the question pertains to the whole text or to a specific detail.  (Students will pair share in discussion and identify which question is a “Whole text” or “Detail text” question. While students pair share the teacher will float and listen to discussion and will identify students which correctly have identified the questions. The teacher will call upon the identified students whom correctly labeled the questions to share.”  are: |
| **Materials:**  T-chart and copies, sample test passages w/questions, copy of page 1 from Oaks 4th grade Reading and Literature sample test 2011-2013. |

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| **Unit 7 Mini Lesson 4** |

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| Unit of Study: | Test Preparation |
| Goal | Readers recognize and use narrative structure |
| Teaching point: | Test takers prepare to answer questions by predicting the answers before finding them. |
| Catchy Phrase: | Alert test takers predict the answers before finding them. |
| Text: | Test sample passage |
| Standard | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; ~~summarize a text.~~  4.RI.1 refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; ~~summarize the text.~~ |

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| **Mini- Lesson:** (7-10 minutes total)  **Connection:**  Yesterday, we talked about how alert test takers identify whole and detail text questions. Today we will continue to build on that idea by being alert test takers who predict the answers before finding them.  Alert test takers predict the answers before finding them, by reading the question stems and predicting the answer before looking at the answer choices. This way, as you read you will be doing much more smart reading work and won’t be sidetracked by distracter answers. |
| **Teach:**  (guided practice: Laurel Hill passage only use question 1 as example)  Watch as I read the passage. You will also notice that I will immediately read the questions, then I will predict an answer. After I write down my predicted answer, I will refer back to the text and locate my predicted answer in the text. Once I feel like I have found the answer in the text I will highlight it. I will then confidently copy the predicted answer from the text into the answer section. (Teacher will need to have a short passage from the sample Oaks test w/questions and blocked off answers, no multiple choice available) |
| **Active involvement:**  (use same passage with question 2) A group students will a read short passage and questions on the overhead and predict possible answers found in the text. Popcorn share/clarify/redirect.  Independent: (use same passage for remaining questions)  (Have students practice the first few times by reading the passage and the questions. After they read both the passage and the questions, have the student fill in their own answers without looking at any multiple choice answers; they may highlight the predicted possible answers in the text part that supports their answers.)  **(guided practice eliminates the necessity of the Active Involvement)** |
| ***Link:***  Alert test takers predict the answers before finding them, by reading the question stems and predicting the answer before looking at the answer choices. This way, as you read you will be doing much more smart reading work and won’t be sidetracked by distracter answers. |
| **Mid-Workshop Teaching Point:**  Keep in mind that students are easily confused by multiple-choice answers (that is the point of distracters); therefore, it’s important to be able to construct a text-based response first.) “Which means that you can simply locate the answers in the text, in order to avoid choosing a distracter answer that maybe incomplete or partially correct. You can just highlight the possible predicted answer from the text!” |
| **Share:**  (At the closing of the lesson the students regroup to discuss findings.)  “We will close our lesson by sharing with our elbow partners how we predicted and located the answers. By doing this, we were able to confirm our predictions. |
| **Notes:** |
| **Materials:**  Oaks 4th grade 2011-2013 sample test, Laurel Hill passage page 1-3 with all questions. |

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| **Unit 7 Mini Lesson 5** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use narrative story structure. |
| **Teaching point *(Kid language!)*:** | Test takers confidently tackle test questions by recognizing and understanding common test language and by being alert for deceptive answers. |
| **Catchy Phrase:** | BEWARE! Test writers want to trick you by making all the answers seem correct. |
| **Text:** | Will use sample multiple-choice tests. An example is *Philippe and the Blue Parrot* (attached) |
| **Chart(?):** | Will use document camera, and clip art or doodles to illustrate vocabulary of “guard, examine, look for, and measure time.” Copies of the Sampler of *Philippe and the Blue* *Parrot* pages 1 through 3. (Teachers, decide if you want them to have individual copies or one copy per pair.) Assign each corner of the room as A,B,C,D which correspond to the answers, A,B,C, or D in the **Test Sampler Packet (see attached).** |
| **Standard:** | **4.RL.1** Refer to details and examples in a test when explaining what the text says explicitly and when drawing inferences from the text.  **4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **4.RL.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g.., *Herculean*).  **4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we looked at questions to determine whether or not the answer pertained to one part of the text, or to the entire text. Today we’ll be looking at answers again, but today we’ll work as detectives to find the BEST answer. **Test writers want to trick you by making all the answers seem correct**. We will review some of the vocabulary we’ve already learned, such as *mostly about, most likely, most important*. These are some of the tricks test writers use to try and fool you. Remember**, test writers want to trick you by making all the answers seem correct.** |
| ***Teach:***  ***Hmmmmm.*** WHY would the test writer want to fool you? Well, there are many answers to that like: A) The test writer wants you to fail. B) The right answer really isn’t important. C) The test writer thinks she or he is smarter than you are. D) If you don’t really understand what you’re reading, your teacher can better focus on your reading needs.  Well, that is an EASY one, isn’t it?!? The answer is obviously D because it’s a test to determine how you read, how well you understand what you’re reading, and what holes are in your reading and comprehension of the text. However, on the tests that you’ll take, the answers aren’t that easy to deduce or figure out. We need to think like a detective by using clues and asking questions to better understand what we’re looking for. For example, let’s look at *Philippe and the Blue Parrot* that I will put up on the screen for you. (FYI TEACHERS: Believe it or not, there is a TYPO in paragraph 5 – you may want the students to try and find it.) THEN: (Teacher shares and reads *Philippe and the Blue Parrot* using the document camera and then focuses on Question Number SRV 1 (Vocabulary): Don’t forget --- **test writers want to trick you by making all the answers seem correct.**  **SRV 1**: Philippe’s mother told him to watch for the golden earring. When used this way the  word *watch* means to  A. guard against.  B. examine closely.  C. look for carefully.\*  D. measure time.  OK… **BEWARE!!! Test writers want to trick you by making all the answers seem correct.** Let’s look at A – “guard against” When I hear the word, “guard,” I think of the guards at the jail with a uniform and a weapon. They stand tall and protect the public. B says “examine closely” which is what we do when we’re being detectives with our magnifying glasses. In this case we want to make sure that we get every detail and not miss one single thing. C says “look for carefully.” This is when I’m on an Easter egg hunt searching for those hidden colored plastic eggs filled with goodies. D. says “measure time” and it makes me think about lunchtime and when we get to eat. That’s when I look at my watch a lot. **Test writers want to trick you by making all the answers seem correct**. Which two questions are very similar and which is the BEST POSSIBLE ANSWER??? |
| ***Active Involvement:***  Working in pairs, students will be able to number the paragraphs in order to refer back to the text when discussing and collaborating to determine/find the best possible answer for each prompt. Students will refer back to the text and determine the second part to the prompt (the answer). Students determine this to be answer after referring back to the text in paragraphs 4 and 5. Students will be able to rank the BEST POSSIBLE ANSWER as Number One, the second as Number Two, etc.  Once students are working together, teacher needs to walk around the room assessing students’ understanding of the prompt and its possible deceptive answers. Students need to be searching for evidence from the text and provide proof/evidence of what they’re saying is based off of information from the text.  Teacher also needs to be listening to the following sentence frames (which should be written on the board or projected for students to refer back to):   1. I believe that the answer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 2. Paragraphs \_\_\_\_\_ and \_\_\_\_\_\_ state that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ which makes me believe the answer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 3. The answer is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because paragraphs \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ state \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 4. The two most likely answers are \_\_\_\_\_ and \_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. 5. If I were to choose the two best possible answers, they would be \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   Class will then see a visual representation of what their fellow classmates determined to be the best and least possible answers by choosing one of the four corners of the room which have been determined “A,” “B,” “C,” or “D,” by quietly and safely walking to a specific corner with their partners placing a sticky note there with the written “answer.” (Sticky notes will stay in the corners.) Students will be able to complete the prompt **SRC 3 (page 3 of the Test Sampler)**: “Philippe painted his first *Blue Parrot in the Sun* … (students should be able to determine the answer to be **D “to make a birthday present for his mother**.”) |
| ***Link:***  **AN ASSESSMENT SAMPLER: Grade 4 (available on the district website)** |
| ***Mid-Workshop Teaching Point:***  REMEMBER – ***TEST WRITERS WANT TO TRICK YOU BY MAKING ALL THE ANSWERS SEEM CORRECT!!!***  You and your partner need to discuss why the answer you ultimately chose is the best when compared to the other three. Remember you have to be able to identify the paragraphs in which you determine your answer. |
| ***Share:***  Before we leave, we’ll discuss how many people chose the best answer and how they came to that conclusion (looking at numbers of people who chose A,B,C or D around the room.) |

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| **Unit 7 Mini Lesson 6** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use narrative story structure. |
| **Teaching point *(Kid language!)*:** | Test takers pay attention to and infer about characters by reading between the lines. |
| **Catchy phrase:** | Good test takers read between the lines by inferring about characters. |
| **Text:** | Silent Short video [http://www.youtube.com/watch?feature=player\_embedded&v=454nNoD6-TI#](http://www.youtube.com/watch?feature=player_embedded&v=454nNoD6-TI)!  Grade 3 Sampler *Big Boy* and *Robby*(PDF document in the unit folder) |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we learned to pay attention to the character’s point of view and who is telling the story. Today we are learning that **good test takers pay attention to and infer about characters by reading between the lines**. You might be wondering, “What does that mean? What is between the lines?” What do you see between the lines of words? There isn’t anything but white space there! In order to read between the lines, good test takers need to understand some answers are hidden in the text. You need to look for clues in a story in order to find the correct answer to a question. |
| ***Teach: (7 minutes)***  Sometimes authors don’t use exact words to tell you what is happening in the story and why. I will show this short video clip that doesn’t have anyone talking. You need to infer what is happening in the story by watching what the characters are doing. Watch for clues in order to tell what the characters are thinking. Remember, **test takers pay attention to and infer about characters by reading between the lines.**  Show You Tube video 0:30 to 2:33 [http://www.youtube.com/watch?feature=player\_embedded&v=454nNoD6-TI#](http://www.youtube.com/watch?feature=player_embedded&v=454nNoD6-TI)!  Ask the following discussion questions: What was the story about? How did you know that? What specific clue did you see to help you know what the characters were thinking? Why were the musicians trying to compete for the little girl’s attention?  You all made great inferences about what was happening because there aren’t words to tell you why things are happening. Remember, **test takers pay attention to and infer about characters by reading between the lines.**  Listen as I make inferences on this next passage about the characters from the text *Robby:*  That first day when the whistle blew, the others came running as usual. But Bo, who didn’t know what the whistle meant, kept right on grazing. When the herd got to the top of the hill, Robby looked back and saw Bo still eating. A certain amount of reasoning must have gone on in his little black head. He knew Bo didn’t understand about the whistle, so turning away from the good supper he knew was waiting, Robby went back down the hill. He nipped at Bo, getting him to run, and then herded him in after the others.  So I infer that Robby is helpful to Bo because he gave up his good dinner to help the new horse. I also infer Bo didn’t come because I used the clue in the story that said, “Bo didn’t understand about the whistle.”   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |
| ***Active Involvement:***  Now I am going to show you a multiple-choice question about Robby.  Which of these words best describes Robby?  A. Troublesome  B. Greedy  C. Frisky  D. Understanding  Read the question with your partner and discuss what you need to do as test takers to answer the question. Remember, **good test takers pay attention to and infer about characters by reading between the lines**. (Circulate around the room listening to conversations. Share out some good conversations you ‘ve heard.) |
| ***Link:***  When you go back to your desks, you will confer with partners as you answers to the stories I give you to read (Give leveled test prep passages to students according to their reading level. For example, give you fourth grade leveled readers 3rd grade passage like *Robby* or *Big Boy*.) |
| **Mid-Workshop Teaching Point:**  Good test takers read between the lines by inferring about characters. |
| **Share:**  Choose a few students who did a good job today inferring about characters to share in the last 5 minutes. |

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| **Unit 7 Mini Lesson 7** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use narrative story structure. |
| **Teaching point:** | Test takers pay attention to the character’s point of view and from whose perspective it is being told. |
| **Catchy phrase:** | Successful test takers pay attention to which character (narrator) is telling the story. |
| **Text:** | Grade 3 Sampler *Big Boy* and *Robby*(PDF document in the unit folder) |
| **Chart(?):** | Refer to predictable sample questions chart attached \*\*\*\* |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday, we learned test takers confidently tackle test questions by recognizing and understanding common test language and being alert for deceptive answers. Today, we are going to look at a passage on a practice reading test (on the doc-cam). When reading a test passage we need to pay attention to who is telling the story because **test takers pay attention to the character’s point of view and from whose perspective it is being told.** |
| ***Teach:***  The person who is telling the story is also known as the narrator. Since I know that some test questions ask who is telling the story, I am going to pay attention as I read this passage from the story Big Boy(Grade 3 Sampler), to who the narrator is.  Put the passage on the doc cam and read from the beginning, “OLI DIDN’T WANT TO EAT his ugali. He didn’t want to take a nap…”(*continue reading through*) “’Who else could I sing to and  tell stories?’” I know that the narrator is not Oli or his mom because at the beginning of the passage I read, “Oli didn’t want to eat his ugali. He didn’t want to take a nap. He wanted to go bird hunting in the woods with this big brother.” (*Highlight this as you read it aloud*). I know that this story is not told by Oli because he is not telling me that he doesn’t want to eat his ugali, take a nap, or go bird hunting. Someone else is telling me that. I think the person telling the story is called the narrator and they are not a character in the story. **Remember, test takers pay attention to the character’s point of view and from whose perspective it is being told.**  Also, remember the other day we learned that test takers predict the answers before reading the answers? When I come to a question that looks like the one below, I think to myself what the answer might be. Then I read the answer choices and I pick one or narrow it down to a couple of possible answers. Before I mark it on my test, I reread some of the passage, and look for the correct answer: (show on doc cam)  Who is telling this story?  A. Oli’s Mama  B. Mbachu  C. The narrator  D. Oli  I know that Oli’s Mama, Mbachu, and Oli are not telling the story because the story refers to them in the third in the third person using words like “he” and “she”. Therefore, it must be the narrator who is telling the story.   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |
| ***Active Involvement:***  Now it’s your turn. You and your partner are going to read a short passage as if you were reading a test passage. As you read, you are going to determine who is telling the story because **test takers pay attention to the character’s point of view and from whose perspective it is being told.**  As you read ask yourselves, When you are done, share your answers with your partner.  (The partner groups will read another passage from the 3rd Grade Sampler titles *Robby* with an alert eye together and stop to talk about what they’ve read Have students read the first 5 paragraphs up to the word “grazing”). Walk around listening to students’ conversations. Share a couple of conversations you heard (“I heard \_\_\_ say…) |
| ***Link:***  What I would like you to do today and every day is when you are reading is to remember**good readers pay attention to the character’s point of view and from whose perspective it is being told**. While you are reading today, ask yourself, “Who are the characters in this story? Who is telling the story? How do I know that?” |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Have a few students share what their story is about and who is the narrator. |

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| **Unit 7 Mini Lesson 8** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository story structure. |
| **Teaching point *(Kid language!)*:** | Test takers identify characters’ achievements and motivation by extracting important information from biographies. |
| **Catchy phrase:** | Good readers extract important information from biographies. |
| **Text:** | Sample State Assessments 2009-2011 *George Washington Commander in Chief*(see PDF file in Unit folder)  Achieve3000 article Rosa Parks |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday, we learned infer about characters by reading between the line. Today we are going to use that skill to**identify a character’s achievements and motivation. We are going to extract important information from biographies.** |
| ***Teach:***  Now watch me as I show you how to infer with a non-fiction text. I am going to read a passage from the story, *George Washington, Commander in Chief.*  George rallied his army by planning a surprise attack  on the British forces. Hidden by darkness, he led his men  in boats across the icy Delaware River. At dawn on  Christmas Day, they attacked the enemy camp at Trenton,  New Jersey. Most of the soldiers in the camp were still  asleep, and they surrendered quickly.  The question that goes with this passage is:  What was most likely George Washington’s reason for attacking on Christmas Day?  A. To cross the river when it was icy  B. To capture supplies for his soldiers  C. To find logs to build huts  D. To catch the enemy by surprise  When I think about this question, I predict the answer before reading the choices and get confused. I predict that he attacked on Christmas because they weren’t expecting it. It was a holiday. I know on holidays that I like to relax and celebrate with family. I know it wasn’t A, to cross the river when it was icy because it’s hard row through chunks of ice. Not B nor C because the story doesn’t say the soldiers need supplies or logs for their huts. I think the best answer is D because that was the closest to my prediction and I used the clue that most of the soldiers were still asleep. That lets me know they caught them by surprise. Remember **good test takers identify a character’s achievements and motivation by extracting important information from biographies.** |
| ***Active Involvement:***  We are going to read with our partners a short passage about Rosa Parks as if we were reading a test passage. Remember, **good test takers identify a character’s achievements and motivation by extracting important information from biographies.** (Project article of Rosa Parks on the doc cam. Have students read the first and last paragraph in partners). What was Rosa Park’s motivation to not give up her seat to a white man? (Have partners discuss the answer. The teacher circulates listening to students inferring. Next, the teacher shares out students’ inferences.) |
| ***Link:***  *Remember,* good test takers **identify a character’s achievements and motivation by extracting important information from biographies.** Today as you read your biographies, write down in your reading journal or on sticky notes the character’s motivations and achievements. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Ask a few students to share their motivations and/or achievements of their character in the biography they read. |

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| **Unit 7 Mini Lesson 9** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Test takers recognize and use expository structure. |
| **Teaching point:** | Test takers organize main idea and details by using a boxes and bullets format. |
| **Catchy Phrase:** | **BOXES! BULLETS! AND EVERYTHING ELSE!!!** (Teachers may snap their fingers if they like, making this a SNAPPY Catchy Phrase) |
| **Text:** | *Running with the Pack* page 4 of the TEST SAMPLER (see ODE TEST SAMPLER GRADE 4) |
| **Chart(?):** |  |
| **Standard:** | |  | | --- | | **4.RL.1** Refer to details and examples in a test when explaining what the text says explicitly and when drawing inferences from the text.  **4.RL.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **4.RI.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text | |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  The other day we identified characters’ achievements and motivation in biographies. We focused on one character and his or her life in a story. Today we are going to continue focusing on what the author is doing and how he or she is doing it. Every text must contain main ideas which are supported by details. If an author decides to write without providing specific details, the reader can become bored, uninterested, and not trust the author; this is why details are so important. Remember: **BOXES! BULLETS! AND EVERYTHING ELSE!!** What does this mean? You need to provide main ideas which we will, in this lesson, identify with boxes. You need to provide supporting details which we will, in this lesson, identify with bullets. And everything else – you need to fill in the holes so that the reader doesn’t get lost.  We are going to learn how to identify main ideas and find the details that support them by creating an outline that uses boxes for the main ideas and bullets for the supporting details. For example, if I’m writing about how to be a good student at \_\_\_\_\_\_\_\_\_\_\_\_ Elementary School, I would organize my main ideas and supporting details the following way: |
| Main Idea One: Follow School Rules   * Come to school on time. * Come to school with all the necessary school supplies. * Respect school property and others.   Main Idea Two: Follow Classroom Rules   * Listen to the teacher. * Do your homework. * Participate.   Main Idea Three: Have the desire to be successful.   * Double check my answers. * Ask for help every time you need it. * Be curious – ask questions – until you completely understand. * Be positive with everyone and everything.   I chose these three main ideas because I was able to give specific details and explanations. I believe that these are the three most important characteristics of a good student and I’m trying to make others agree with me by listing more than one detail. I know that some people won’t agree with my main ideas as to how to become a successful student, but I know most will agree because I provided at least three details to convince them.  Remember: This is the format that we want you to use**. BOXES! BULLETS! AND EVERYTHING ELSE!!!!**  ***Teach:***  Now we’re going to look at the article, *Running with the Pack*, from the National Geographic World magazine. I will use the document camera/computer to share the article as I read it out loud and then we will complete a boxes and bullets graphic organizer together. First, let’s read the title. What do you think this is going to be about? Discuss with an elbow partner for sixty seconds. Next, let’s number the paragraphs so that we can refer back to them when we are organizing our boxes.  Let’s look at the first paragraph. *Teacher will model the search of main ideas and details by thinking aloud*. This paragraph talks about misunderstanding and fears of wolves. The next fact is that wolves are intelligent and shy and the last sentence states that wolves live in packs. Reading and analyzing the first, introductory, paragraph is important because the author is laying out a map for us to follow as we read. We now know that the author will list misunderstandings about wolves, how wolves are intelligent and shy, and how they live in groups, called “packs.” Now let’s see if we can fill out the bullets using these main ideas.  **REMEMBER: BOXES! BULLETS! AND EVERYTHING ELSE!!!!!!** Please fill in the following information along with me.  We’ve already said that the author wants to teach us about misunderstandings about wolves. That’s what we’ll put in the first box:  **NOTE TO THE TEACHER**: Only fill in the highlighted bullets because students will be filling in the rest together in pairs.  Misunderstanding about wolves   * Healthy wolves do not attack people. (paragraph 1) * Contrary to what fairy tales tell us, we don’t need to be afraid of the “Big, bad wolf.” (paragraph 1) * They are shy so you will not see them, although you will be able to ”hear their howls echoing through the wilderness.” (paragraph 5)   Wolves are intelligent   * They work as a team.   + They help raise the pups.   + They hunt as a group when dealing with large prey.   + They take turns playing with and guarding the pups.   + They suffer together, especially when a group hunt fails. * They communicate using facial expressions, body postures, and sounds. * They use hierarchy to maintain order.   Wolves live in packs     * Wolves live in groups, called packs, with no more than eight members. * Packs are made up of a head male and female, their young, and sometimes other males. * Head male, alpha, decides what and when to hunt. * Head female, beta, leads other females, the young, and sometimes the weaker males. * Usually head male and female wolves have pups and others help raise them. |
| ***Active Involvement:***  Now students, it’s your turn to practice finding supporting details of the main ideas. In a moment, everyone will pair off with an elbow partner and complete the graphic organizer for the article*, Running with the Pack.* You will have five minutes to add as many details to each main idea as you can. We will share as a whole group after the allotted time is up. |
| ***Link:***  ***TEST SAMPLER GRADE 4, found on ODE website - pages 4, 5,6*** |
| ***Mid-Workshop Teaching Point:***  Don’t forget – Test takers organize main ideas and details by using a boxes and bullets format.  **BOXES! BULLETS!! AND EVERYTHING ELSE!!** |
| ***Share:***  Before we leave, let’s share the details that you found. |

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| **Unit 7 Mini Lesson 10** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository structure. |
| **Teaching point :** | Test takers tackle nonfiction passages bypaying attention to text features. |
| **Catchy Phrase:** | Test-takers know what text features do and take advantage on the test. |
| **Text:** | OAKS 5th Grade Sample Item Salt Marsh, OAKS 3rd Grade Sample Item Alive and Well |
| **Chart(?):** | Non-fiction text features chart including captions, table of contents, glossary, index, call-outs, illustrations, photos, charts, diagrams, tables from Unit 4 |
| **Standard:** | 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection: 1-2 min***  Who has seen a short passage on a test and assumed that it was an easy one? We often think longer texts are harder because of their length, but in fact short texts, graphs and charts need as much attention.  We have been reading a lot of wordy passages to prepare us for the testing that is coming up. We’ve started to talk about expository texts, texts that give information. Today we will focus on features that will help us understand non-fiction texts better and sometimes provide content themselves. Test-takers know what text features do and take advantage on the test. |
| ***Teach: 4-6***  We have already discussed text features in our unit on non-fiction. These are captions, table of contents, glossary, index, graphs, charts, headings, subheadings, illustrations, photos, call-outs. We already know how to use them. Remember that on the test you just need to use what you know. Test-takers know what text features do and take advantage on the test. (*Teacher shows the top paragraph from Salt Marsh.*)  Here is a sample item from the OAKS test. Look at the heading and the blurb underneath. Remember to use what you know. The heading and blurb will tell us what the article is about before we even read it. I know that this article is going to be about salt marshes. Maybe, I don’t know what a salt marsh is, but the purpose of the blurb in a title is to get my schema going. In the blurb it talks about beaches. Right now my schema is telling me that a beach and a salt marsh have something in common.  See what I did there? I used the text feature to get my schema going and predict what the article will be about even if a part of it was tricky. (*What is marsh?*) Test-takers know what text features do and take advantage on the test.  (*Teacher shows the whole article.)* The restof the article looks just like an article from OAKS. There are a lot of words, and questions at the end.  How many people would skip over this picture in the middle? I wouldn’t do it, because this picture gives us a lot of important information and can assist us with answering some of the questions. Without reading this article I know that a marsh has land, water, and animals. This picture helps me to confirm what my schema was telling me that this article would be about. If I skipped over it, I would have missed important information. Text features serve a purpose. Test-takers know what text features do and take advantage on the test.  There are a lot of text features that will show up on the test. We know why and how to use them all. Don’t get nervous and don’t skip over them. Test-takers know what text features do and take advantage on the test. |
| ***Active Involvement: 2-3 min***  Now it’s your turn. (*Teacher shows Alive and Well article.)* Let’s practice using text features (table of contents, blurb, and heading) to write three sentences about what this text will be about. Turn to your elbow partner and write it on your white board. I will give a minute to complete this. (*Teacher walks around to monitor that students use text features correctly.)* Test-takers know what text features do and take advantage on the test.  Let’s get back together. Who would like to share their predictions out? (*Teacher takes two or three answers from volunteers. After the share, teacher acknowledges what a great job students did.)*  Let’s quickly look at one question. What page should you go to if you want to read a little bit to get an idea of what the whole book is about? Who can answer this and tell me why using the table of contents? Exactly, Page 5 is the introduction, and the introduction will give us an overview of the book. |
| ***Link: 1 min***  Today in your independent work I want you to review what you know of non-fiction text features. Everyone should have two texts to work with to review these strategies and come up with questions of their own to use on the test. Remember that test-takers know what text features do and take advantage on the test. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Does anyone have a non-fiction feature that they found and would like to share out? |

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| **Unit 7 Mini Lesson 11** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository structures |
| **Teaching point *(Kid language!)*:** | Test takers answer questions about the purpose and main idea by thinking about the whole passage. |
| **Catchy Phrase:** | Mostly, main, my own. |
| **Text:** | 4th Grade OAKS Sample Item Running With the Pack, 4th Grade Practice Text A Wild Ride |
| **Chart(?):** |  |
| **Standard:** | 4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection: 1-2 min***  Remember a couple of days ago we worked with Running with the Pack article? We used boxes and bullets to come up with the main idea. Today we are going to focus on answering questions about the main idea. We will be using the same article to make it a little easier on you. |
| ***Teach: 4-6***  We know that people who make tests put tricks in questions to confuse you and make them harder. They do this a lot with main idea questions. If I asked you what this story is about and you told me it’s about how a head female and a head male take care of their young, you wouldn’t be wrong- it is a part of the story. But is in only a part, only one paragraph talks about that. When we talk about the main idea, we have to remember the word **mostly**. Remember mostly, main, my own. Is the story mostly about a head female and male taking care of their young? No.  One way that test makers trick you is because they have you look at paragraphs and parts, instead of a text as a whole or the most. The main idea of a text is something that the whole text or most of the paragraphs talk about. This text mostly talks about wolves running in packs and pack dynamics. Almost every paragraph talks about that. Even the title hints at the main idea of this reading selection. In fact, questions that ask about main idea could ask for an alternative title for this text.  Do you see what I just did? I created my own main idea before I ever read their options. Options that try to trick you will be about parts of the text, paragraphs, but not the whole text. You might get a question about the main idea of a paragraph, but if it has such words as **mostly**, **main idea**, **best title**, or **best choice for the passage**, it is asking you about the main idea of the whole passage. Remember to come up with your own main idea before reading the answers, this will help you avoid falling for their tricks. Mostly, main, my own. |
| ***Active Involvement: 2-3 min***  Now it’s you turn. Take a minute to reread this article. (*Teacher projects the text A Wild Ride*.) You have read this article before, so I will give you a minute. I want you to remind yourselves what the article is about. When you are done rereading it, come up with the main idea of the whole article to answer the question “The author most likely wrote this article …” I will not give you the options, but want you to come up with the answer on your own. Don’t get tricked by the fact that the article is broken into smaller sections. Remember: mostly, main, my own.  Who would like to share out what the main idea is? (*Teacher picks a few volunteers to share their main ideas*.) Now if I gave you the options, (teacher lists four potential answers) what would you say the best answer is? That’s right- B. Look how similar it is to what we have come up with. Mostly, main, my own. |
| ***Link: 1 min***  Today and on test day when you see the words **main**, **mostly**, **best title**, remember to stop reading, come up with your own main idea that represents the whole passage, and then read the answers. Mostly, main, my own. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Who cancome up with the main idea of a book you are reading? Why do you think it is the main idea? |

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| **Unit 7 Mini Lesson 12** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository structures |
| **Teaching point *(Kid language!)*:** | Test takers comprehend step by step (“how to”) directions by examining the subtle/pivotal details in the questions. |
| **Catchy Phrase:** | The answer is in the details. |
| **Text:** | 3rd Grade Sample OAKS Item A Cheesy Biscuit, |
| **Chart(?):** |  |
| **Standard:** | 4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection: 1-2 min***  Imagine cooking, but not following the directions precisely. What if instead of adding a cup of flower, you add half a cup? Your dish will probably not turn out great, and you might not want to eat it. On the test when you see step-by –step directions, think of cooking: all the details are important. The answer is in the details. |
| ***Teach: 4-6***  When you see a recipe or directions on how to make something, or any other step-by-step article, you should take a deep breath, because all the answers will be right there in the text. But don’t relax: even though the answers are there, you still have to find them and avoid the tricks.  These questions are usually sequencing questions with extra details. Don’t skip the details, as they are important. Even if you think you know the answer, go back and double check. The answer is in the details.  Let’s look at this recipe for cheesy biscuits. (*Teacher projects the text Cheesy Biscuits.* ) I read this once and I feel confident that I can answer the questions. I know the ingredients and main steps to take: mixing the ingredients, roll them out, put them in the oven. I am done, right? Ready to do the questions.  The first question asks me how I know when my biscuits are done. Thinking back to yesterday, I am going to think of my answer before I read the options. Somewhere it said, “Bake for 10 minutes.” So that must be the answer. OK, let’s look at the options.  My options are:   1. They will be brown. 2. There will be about twelve of them. 3. They won’t stick to the baking sheet. 4. The salt will dissolve.   Oh, no, it’s not there. Teacher, the test makers got the test wrong. Or maybe, I should go back and reread the portion that can give me necessary clues. Do I go to the beginning with the ingredients? No. Do I have to read all the instructions from the beginning? No. “Done” means end, so I check the end of the text. Here it says, “10 minutes or until brown.” Aha, here is the answer. Going back and rereading the right spot really made a difference! The answer is in the details.  Sometimes the test makers throw in words like **before**, **after, next, last**. These all point to sequence. If it asks me something that happened before the other thing, I know my answer will come earlier. Earlier, but not first necessarily. Just because it comes before, does not mean it comes first.  Sometimes they trick you into thinking it happened right before or the last thing ever that happens in the directions, but as long as it’s the last thing listed or an event that happens before another, it’s the right answer. Here is an example. What do I do before I use the rolling pin? Let’s say I have some ideas in my head: mostly I have to mix the ingredients. Now if my options were: use a cookie cutter, put circles on a baking sheet, or add baking powder and salt, the correct answer will be add baking powder and salt even though it does not happen right before I use a rolling pin. It’s still the only option that happens before. The answer is in the details. |
| ***Active Involvement: 2-3 min***  Now it’s your turn. I am going to show Questions 2 and 3 to you. I want you to turn to your partner and answer them together, making sure to go back and find the answer in the text before reading their answers. (*Teacher gives students 3 minutes to work*.)  Who would like to share their answers and why? Remember that the answer is in the details. |
| ***Link: 1 min***  Sometimes on a test we think that we know the answer or that we don’ t have to work hard for it. It is always important to go back and find the answer in the text because the answer is in the details. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Who would like to share an example of when a detail helped you answer a question today? |

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| **Unit 7 Mini Lesson 13** |

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| Unit of Study: | Test Preparation |
| Goal | Test takers recognize and use expository structure. |
| Teaching point: | Test takers differentiate between fact and opinion by identifying evidence in the text. |
| Catchy Phrase: | I know the difference between fact and opinion. A fact is either true or false and an opinion is what I think. |
| Text: | Test sample passage |
| Standard | 4.RIT.8 Explain how an author uses reasons and evidence to support particular points in a text. |

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| **Mini- Lesson:** (7-10 minutes total)  **Connection:** Yesterday, boys and girls we focused on how test takers comprehend step by step (“how to”) directions. Today we’re going to focus on the differences between facts and opinions. **A fact is either true or false and an opinion is what I think**. If I said to you, “I think cats are cuter than dogs.” This would be an opinion because I’m telling you what I think. You might think dogs are cuter than cats and so we would disagree. On the other hand, if I said, “A square has four sides.” This would be a fact because it is something that can be proven. **A fact is either true or false and an opinion is what I think.** |
| **Teach:** (guided practice: A Wild Ride). As test takers, we need to know the difference between a fact and an opinion. **A fact is either true or false and an opinion is what I think**. If we look at this test passage called,“A wild Ride,” the author is writing about roller coaster safety, so our job as we read is to be able to tell facts and opinions apart. One of the ways to tell whether a statement is an opinion is to look for these clue words: feel, believe, never, think, and like. These words express thoughts or feelings. (Using the projector, project the section called, Are Roller Coasters Safe? Read the section to the students then do a think aloud to demonstrate how to know the first sentence is an opinion because the words, bigger, faster, scarier all express thoughts and feelings). Remember boys and girls, **a fact is either true or false and an opinion is what I think.** Now let’s use this section to find facts. Facts are statements that can be proved. Now we’re going to read the same section and find a statement that is a fact. (read the section and use one of the facts to show how it can be proved). |
| **Active involvement:**  So now boys and girls it’s your turn to find facts and opinions. Remember, **A fact is either true or false and an opinion is what I think.** (project the sections, “Coasters and Kids” and “Roller Coaster Fun Facts”). ( Read the first section “Coasters and Kids” together and have the students discuss with a partner which part or parts of that section are facts vs. opinions and tell why they think that). (Then read the next section “Roller Coaster Fun Facts” together and have the students discuss with their partner why these are all facts.) |
| ***Link:***  Alert test takers know that, **A fact is either true or false and an opinion is what I think.** It is important to look for evidence in the text to know whether we think a statement is a fact or an opinion. When you’re reading today and every day, you should pay close attention to whether statements are facts or opinions. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (At the closing of the lesson the students regroup to discuss findings.)  We will close our lesson by sharing with our partner how we knew whether a statement was a fact (can be proved) or an opinion (uses words such as: like, feel, think, believe…). |
| **Notes:** |
| **Materials:**  Oaks 4th grade 2011-2013 sample test, “A Wild Ride” |

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| **Unit 7 Mini Lesson 14** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository structures |
| **Teaching point *(Kid language!)*:** | Test takers recognize the author’s purpose of a poem by thinking about what the author wants to teach me or wants me to feel. |
| **Catchy Phrase:** | **What does the author want me to feel or learn when I read this poem?** |
| **Text:** | Two poems that you’ve already used, that have good emotion or an obvious lesson taught. (Shel Silverstein’s, The Little Boy and The Old Man, especially if you’ve also read his story, The Giving Tree) |
| **Chart(?):** | You might want to make a chart with the catchy phrase and the other sentences used during the “Teach” and “Active Involvement” sections for students to refer to during and after this lesson. |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *Boys and girls, do you remember when we read, “The Giving Tree?” That was a great story, wasn’t it! Do you remember when we thought long and hard about what exactly the author was trying to tell us with that story, and we talked about his purpose – why he wrote that story? Well, authors of poetry have a purpose in writing their poems too. Today we are going to re-visit the poem, “The Little Boy and The Old Man”, by Shel Siverstein, and we’re going to use it to help us think about what we can learn or feel as we read it.* |
| ***Teach: 4-6 min.*** *I’m going to read the poem, “The Little Boy and The Old Man” out loud and as I’m reading, I’m thinking in my mind,* ***“What does the author want me to feel or learn as I read this poem?”*** *(At this point read the poem out loud. When you’re finished, go back and do a think aloud. Talk to yourself about how the poem made you feel and what you’re learning. Make sure that you refer now to the chart, “I think the author wants me to feel \_\_\_\_\_\_\_ because in the poem it says, \_\_\_\_\_\_\_\_”. “I think the author wants me to think \_\_\_\_\_ about \_\_\_\_\_ because here it says, \_\_\_\_\_” You are showing the kids how you’re thinking through the poem to know what the author’s purpose in writing the poem is).* |
| ***Active Involvement: 2-3 min*** *So now boys and girls, it’s your turn. We’re going to read the poem, \_\_\_\_\_(this should be a different poem than the one you used during the “teach” section) together and when we’re finished you’re going to ask yourselves,* “***What does the author want me to feel or learn when I read this poem?”*** *(have students chorally chant the catchy phrase with you. Read the second poem together, chorally say the catchy phrase together then have the students take turns using the sentences, “I think the author wants me to feel \_\_\_\_ because in the poem it says, \_\_\_\_.” and “I think the author wants me to think \_\_\_\_\_ about \_\_\_\_\_ because here it says, \_\_\_\_\_” or “I think the author’s purpose in writing this poem is to \_\_\_\_\_ because \_\_\_\_\_.”* |
| ***Link: 1 min*** *Today we talked about author’s purpose and asked ourselves some very important questions to help us with our thinking. Let’s review those questions once more before I send you off to use them on your own. (refer now to the chart containing the catchy phrase and the two or three other questions). Remember Boys and girls, whenever an author writes a poem they have a purpose for writing it and it’s our job to think about what they want us to feel, think or learn.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** *As students are discussing and sharing their thoughts about the poem, listen in and find a couple partners whose thoughts you want to share with the whole group. Have them share using the sentences they used with each other during the “Active Involvement” section.* |

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| **Unit 7 Mini Lesson 15** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository structure. |
| **Teaching point *(Kid language!)*:** | Test takers answer questions about charts and graphs by analyzing the information and the purpose of the chart. |
| **Catchy phrase:** | Test takers analyze the information and purpose of charts and graphs |
| **Text:** | http://www.ode.state.or.us/wma/teachlearn/testing/samples/2011\_12/grade-3-sample-test.pdf |
| **Chart(?):** |  |
| **Standard:** | 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  On your reading test you will see nonfiction passages and fiction stories but you will also see poems like we talked about yesterday as well as charts and graphs. Do you know why charts and graphs are included on a reading test? Because they are full of information and if you take the time to read them you will learn so much more. That is why test takes analyze the information and purpose of charts and graphs.  **Teach:**  Watch me as I show you how this works. Looking at this chart, before I answer any questions about it I need to figure out what it represents. The best way to do this is to look for a title or description. This chart has a title of Enjoying Life. *Teacher refers enlarged chart on festivals in Thailand.* This title doesn’t give me a lot of information but if I read the description right below the title it might tell me more. *Teacher reads description below the title.* Right here in the description I learn that this chart is about festivals in Thailand.  Now that I know that chart has information about festivals in Thailand, I can look closer at how the information is organized. At the top of each column I see the headings: Festival, When It’s Celebrated, and How It’s Celebrated so I know this chart will include the names of different festivals and when and how they are celebrated.  Finally I can look closer at the information included in the chart to learn about the specific festivals. Once I have read the chart I’m ready to answer questions about it.  My first question says: *Teacher reads question while showing it for the class to see.*  If you traveled to Thailand in October, which festival might you see?  A. Flower Festival  B. Candle Festival  C. Thai New Year  D. Rocket Festival  This question wants me to figure out what festival occurs in October. To answer it, I must refer to my chart and because it wants to know about when a festival occurs, I need to look at the column that shows when different festivals happen. *Teacher refers to chart.* Here I can see that the festival that occurs in October, is the Loy Krathong festival. Looking at my options though, I don’t see that festival listed. Guess I better refer back to the chart and see if the festival has another name. It does! It’s also called the Candle Festival which is see listed below in parenthesis. Therefore, I know the correct answer is B. That is how test takers analyze the information and purpose of charts and graphs.  **Active Involvement:**  Now it is your turn to try this. Here is another question about this chart. *Teacher shows the following question to the class.*  You can attend two festivals during which month?  A. February  B. May  C. October  D. November  Working with your partner, use the chart to help you figure out the answer to this question.  Great! \_\_\_\_\_\_ and \_\_\_\_\_\_\_ used the chart to see that the Royal Plowing Ceremony and the Rocket Festival both occur in May. That is how they figured out the right answer is B.  **Link:**  Today and every day, whenever you come across and chart or graph make sure to take time to read them, especially before you answer questions about them. Because test takers analyze the information and purpose of charts and graphs. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 16** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers recognize and use expository structure. |
| **Teaching point *(Kid language!)*:** | Test takers read actively by note-taking in smart ways and marking the text where the answer is found. |
| **Catchy phrase:** | Good readers highlight the gist of the article, highlight important information, and take good notes. |
| **Text:** | **Copies of the State practice test**, the State practice test on the computer, and other varied passages from different genres. (Teacher may demonstrate using anchor text such as articles from *Highlight, Cricket, Cobblestone, Sports Illustrated for Kids*) |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1/4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2/4.RI.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  During our last lesson we answered questions about charts and graphs by analyzing the information and the purpose of the chart. We already know how to identify and highlight the main idea of the passage. Today, we will be learning how to read actively by taking notes in smart ways and highlighting important information, in the text, where answers are found. |
| ***Teach****:*  (Teacher may demonstrate using anchor text.)I am going to show you an example of how I take notes by highlighting the gist of the article, adding notes in the margins, and highlighting the answers in the story.  (The teacher puts the article under the document camera.) Here I have a sample article about \_\_\_\_\_. I will show you how I take notes and highlight important information while I read. I will use the margin to jot down the gist of the article as well as some of my ideas, about the details, into the margins.  (Teacher will read the article and think aloud while highlighting and taking notes, while making sure to only demonstrate using the first couple paragraphs. In fiction texts, the teacher will want to highlight the characters, the problem, the setting, events, and resolution. They will want to record their thoughts and ideas about the story. In non-fiction texts, the teacher will want to highlight the main idea (gist), important information, and record your own ideas about the information.)  Doing so will not only boost my understanding, but will also provide a clear reference to locate answers.  Good readers highlight the gist of the article, highlight important information, and take good notes.  -Teacher shows the students of a non-example of an article that has nearly all text highlighted. |
| ***Active Involvement****:*  (Teacher will continue reading the article, inviting the class to continue highlighting and recording ideas.)  We will continue to read the next paragraph as a class and you, and your partner, will decide what important information to highlight. Keep in mind that you are looking for the gist of the paragraph in order for us to record our ideas about it. Please take a few minutes to identify the gist of the paragraph.  (Teacher may group students with reading/elbow partners, as needed, for this activity.) |
| ***Link***:  (Teacher will remind students to use these strategies in their reading)  When you return to your seats, remember to practice these strategies. Good readers highlight the gist of the article, highlight important information, and take good notes. |
| **Mid-Workshop Teaching Point:**  As I’m walking around, noticing your good work, I just want to remind you that you are looking for the gist of the article, the main idea of each paragraph, and highlighting important information. And, also remember to record notes in the margin. Good readers highlight the gist of the article, highlight important information, and take good notes.  Be prepared to share your work. |
| **Share:**  (The teacher will select specific students to share examples that exemplify the taught strategies.) |

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| **Unit 7 Mini Lesson 17** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers use reading strategies to solve and understand unknown words. |
| **Teaching point:** | Test takers can determine the meaning of the word by using context clues or reading around the word. |
| **Catchy phrase:** | Good readers can determine the meaning of the word by using context clues or reading around the word. |
| **Text:** | **Copies of the State practice test**, the State practice test on the computer, and other varied passages from different genres. (Teacher may demonstrate using anchor text such as articles from *Highlight, Cricket, Cobblestone, Sports Illustrated for Kids*) |
| **Chart(?):** |  |
| **Standard:** | 4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. ~~Explain the meaning of simple similes and metaphors (e.g.,~~ *~~as pretty as a picture~~*~~) in context.~~ 2. ~~Recognize and explain the meaning of common idioms, adages, and proverbs.~~ 3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Students, as you may know, you will encounter unknown words while you read. Even I, as an adult reader, will come across words that I don’t know or recognize. But, as we know, good readers can determine the meaning of the word by using context clues or reading around the word.. |
| ***Teach****:*  Students, I am going to use an article that we have already read, but today my focus is determining the meaning of words, when I’m not sure what they mean. I will be working on two different ways to determine the definition of a word.  (Teacher will find a good example of a sentence that displays this trait. For example, “He crushed the candy into dust when he **pulverized** it.” Or, “He **pulverized** the candy, crushing it into dust.”)  The first strategy is to refer to the sentence where the highlighted word is found. Often times the author will define the words right before or right after using the vocabulary word. This is called, ‘reading around the word.’ It is a strategy that can help you figure out what a word means.  (Teacher will display the article for the students with pre-selected words highlighted. Teacher will find a good example of a sentence that displays this second trait. For example, “He **pulverized** the candy. After wiping the dust of his hands…” Or, “Dust flew into the air when he **pulverized** the candy.”)  The second strategy I’m going to use to define a word I come across is to use the context, or the words around the highlighted word, to help me figure out what the words means. Often times, the parts of the sentence before and after the word will give us clues as to what the word mean. Remember, good readers can determine the meaning of the word by using context clues or reading around the word. |
| ***Active Involvement***:  (Teacher will have a selected article with selected vocabulary words that would exemplify these vocabulary traits. Have a few specific examples that can be used that this time.)  Good readers can determine the meaning of the word by using context clues or reading around the word. Let’s try this as a class a couple times. While we read this article, we will identify some words that we may not fully understand.  The second time we do this, you will need to identify a word that you may not fully understand. Then you and your partner will try to use the context clues to help you understand what the word means. Good readers can determine the meaning of the word by using context clues or reading around the word. |
| ***Link****:*  Remember that good readers can determine the meaning of the word by using context clues or reading around the word. One way is to use the information immediately before and after the vocabulary word. Another way is to use the context clues of the paragraph. |
| **Mid-Workshop Teaching Point:**  Remember that in order to determine the meaning of the word, use context clues or read around the word. |
| **Share:** |

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| **Unit 7 Mini Lesson 18** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers use reading strategies to solve and understand unknown words. |
| **Teaching point *(Kid language!)*:** | Test takers determine the meaning of a word by using true cognates that they know. |
| **Catchy phrase:** | Good readers determine the meaning of a word by using cognates that they know. |
| **Text:** | **Copies of the State practice test**, the State practice test on the computer, and other varied passages from different genres. (Teacher may demonstrate using anchor text such as articles from *Highlight, Cricket, Cobblestone, Sports Illustrated for Kids*) |
| **Chart(?):** | Cognate chart |
| **Standard:** | 4.RL.4 Determine the meaning of words and phrases as they are used in a text, ~~including those that allude to significant characters found in mythology (e.g.,~~ *~~Herculean~~*~~).~~  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. ~~Explain the meaning of simple similes and metaphors (e.g.,~~ *~~as pretty as a picture~~*~~) in context.~~ 2. ~~Recognize and explain the meaning of common idioms, adages, and proverbs.~~ 3. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday, we learned about determining the meaning of a word using context clues or reading around the word. We have to be able to use strategies when we’re not sure what a word means. This will help us to better understand the passage that we are reading. Sometimes, when I am reading a Spanish book and I come to a word that I am not sure of and recognize some of the words because they look a lot like English. I think about what the word means in English and that helps me understand what the word means in Spanish. You have to be careful, because sometimes you will encounter some words that you think look similar but are not very helpful. When that happens, you will have to rely on the strategies that you learned yesterday to determine the accurate meaning of the word in question.  Today, we are going to learn about some words called cognates. A cognate is a word that has the same root word. An example of a cognate is the word reptil. Which English word does reptil look and sound like. If you were thinking reptile, you are correct. As you can see, the word is almost spelled the same in both languages. Another example is the word “animal”. It is identical in Spanish as it is in English but the pronunciation is the only difference. Remember, good readers determine the meaning of a word by using cognates that they know. |
| ***Teach:***  (The teacher will need a passage with at least 2 or 3 pre-selected cognates. If necessary the teacher could have a few passages if more cognates are needed.)  We are going to all look at this passage. I have found a few cognates that I am not going to show you at this time. As I read aloud this sentence, I will come across a cognate. I am going to use my English/Spanish vocabulary to see if I can recognize a word that I already know in the other language. I will check to see that it makes sense. (Example for the teacher: “This morning I went outside to exercise.” The cognate is exercise which in Spanish is ejercicio) Now that I have seen that the word “exercise” is a cognate, I am going to be able to determine the meaning of the word by using true cognates that I know. |
| ***Active Involvement***:  (Teacher will need to have pre-selected passages at various reading levels to meet their students’ needs.) We are going to practice finding cognates within these passages. With your partner, you will need to underline cognates and write what you think that they mean off on the margin. Just like we did a few days ago. Take notes in the margin, only write what you guess the meaning of the word is. Good readers determine the meaning of a word by using cognates that they know |
| ***Link****:*  So remember, when you go off to do your work today, practice using the strategy of identifying cognates throughout your day. It will help you to better comprehend what you read. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Teacher looks for excellent examples of cognates that they students discovered in order to have a few share out.) |

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| **Unit 7 Mini Lesson 19** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers use reading strategies to solve and understand unknown words. |
| **Teaching point *(Kid language!)*:** | Test takers use word work strategies to solve unfamiliar words, (ie: prefixes, suffixes, roots) |
| **Catchy phrase:** | Test takers use word work strategies to solve unfamiliar words |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Yesterday we practiced figuring out unknown words by using cognates that you know. This was a really important strategy because all of you know two languages. However sometimes there are words that don’t have a cognate and another word work strategy you can use to figure out a difficult word is looking at different parts of words, such as prefixes, suffixes, and roots. Because test takers use word work strategies to solve unknown words.  **Teach:**  One way to solve unknown words is to break them apart and use prefixes and suffixes to help you figure out what they mean. Let’s look at this chart I have made with some common prefixes and suffixes. All words have a root, here on my chart are a few examples of root words. View, write, visit, clean are all words you are familiar with, however sometimes you see a prefix added to the front of them like unclean, preview, and rewrite.  When you add a prefix to the beginning of the root word it changes the meaning. When you see un- it means not. So unclean means not clean. Re- means again so rewrite means to write again and pre- means before, so preview means to view before you read. Isn’t that exciting how a prefix can change the meaning of a word!  Just like prefixes, suffixes change the word meaning too, however instead of being added to the front they are added to the end of the word. Let’s look at the suffixes on our chart. When –ed is added to the end of a word, it shows us that it has already happened. For example when you ad –ed to clean you now have the word cleaned, such as Sally cleaned yesterday meaning she has already cleaned. When you see the suffix –ing it means that the action is happening now. Such as Sally is cleaning the house.  You all know that when you see an –s at the end of a word it means more than one such as dogs, cats and apples. But did you know that when you see an –er or –or it often refers to a person. For example when I add –er to write it becomes writer, and a writer is the person who writes books.  So now that you now know what suffixes and prefixes are now, let me show you how this can help you figure out unknown words. Test takers use word work strategies to solve unfamiliar words.  Watch me as I show you how this works. *Teacher reads Unpacking After A Camping Trip. When teacher comes to the word unload, pause and think aloud trying to figure out what that sentence means.* They are unloading gear and I know gear is like soccer gear, things you need for soccer so camping gear must be things you need for camping like a tent. But what are they doing when they are unloading? Well I know that un is a prefix that means not and I know load means to put in like when I load washer with dirty laundry. So un load means to not load which would be like taking out, meaning they are taking their camping gear out of the car.  Did you see how I just figured out what unknown words mean using word work strategies?  **Active Involvement:**  Now it’s your turn to try! *Read aloud the end of the second paragraph of the Unpacking story.* Everything was finally off the top and out of the inside of the car. It all was lying on the front lawn in an unorganized way. Unorganized is a pretty large word, turn and talk to your partner what you think unorganized means.  Great! I heard \_\_\_\_\_\_\_\_\_\_ say to \_\_\_\_\_\_\_\_\_\_, that unorganized means not organized which is the same as messy.  **Link:**  Today and every day when you come to a word you do not know, remember to look for prefixes and suffixes to see if they can help you figure out what the word means because good test takers use word work strategies to solve unfamiliar words. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

Example Chart

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| --- | --- | --- |
| prefix | root | suffix |
| un = not | view | -ed = happened in the past |
| re = again | write | -ing = happening now |
| Pre = before | visit | -s = more than one |
|  | clean | -er, or = person |
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**Unpacking after a Camping Trip**

Our week’s camping vacation went by quickly. But the unpacking took what seemed like years. We had arrived home late. Dad said that we would not unload the gear until morning. Dad parked the car in the garage. We slowly walked upstairs and fell into our beds. We slept silently until morning.

I woke up suddenly. It was morning. It was time to eat breakfast.

After eating, we started taking the camping gear out of the car. It took us an hour just to get the stuff out of the car. We weren’t very lively because we were all still tired. Dad had to unhook the ropes that held the gear on top of the car. But first, he had to untie the rope that was connected to the front and back of the car. The rope was tied tightly over the tarp covering. After a few minutes, Dad had the ropes and the tarp off. The gear was uncovered. We began lifting the gear carefully off the roof of the car. Everything was finally off the top and out of the inside of the car. It all was lying on the front lawn in an unorganized way.

Now it was time to unroll and unzip the sleeping bags so they could air out. Mom hung them on the clothesline in the backyard. All the sleeping bags smelled bad.

After a few hours we were finished. Then we ate lunch and took a long nap.

http://www.lrsd.org/files/edservices/RG3FR33.pdf

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| **Unit 7 Mini Lesson 20** |

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| **Unit of Study:** | Test Preparation |
| **Goal:** | Readers use reading strategies to solve and understand unknown words. |
| **Teaching point *(Kid language!)*:** | Test takers solve words by substituting other words in the sentence to see if they make sense and eliminating those that don’t. |
| **Catchy phrase:** | Test takers solve words by substituting |
| **Text:** | Philippe and the Blue Parrot from the 4th Grade Sampler |
| **Chart(?):** |  |
| **Standard:** | 4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).  4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.  4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.   1. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 2. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*). 3. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Yesterday we learned about how to take parts of words like the prefixes, suffixes, and roots to help us solve unknown words. Sometimes you will find that not all words have a prefix or suffix to help you. So today I will be sharing with you another strategy that can also be used when you get stuck on a word.  Sometimes you can substitute another word for the unknown word to help you make sense of the sentence because test takers solve unknown words by substituting. |
| **Teach:**  I know a lot of times when I’m reading I come across words I don’t know. If I just skip them then I might miss something important so I can’t just ignore them. One way I can figure out what they mean is to think of another word that might make sense in the sentence and substitute or swap the words. Then I need to reread the sentence with the new word to see if it makes sense. Watch me as I show you how this works.  *Teacher reads aloud from enlarged passage:* Years passed. Philippe’s paintings were sold in a Port-au-Prince gallery. Many tourists liked his work and bought the canvases.  Canvases is a word I am not familiar with but I know that whatever they are, people are buying them. Since Philippe’s an artist, maybe canvases are paintings. I am going to substitute the word canvases for paintings. *Teacher crosses out canvases and writes paintings.* Now let me reread the sentence and see if it makes sense. *Teacher rereads new sentence.* Paintings does make sense! So even though I don’t know for sure what canvases are, I can assume they are a type of painting. That is how test takers solve unknown words by substituting.  Let me show you how this might come up on a test.  *Teacher reads:*  A synonym closest in meaning to the word resist as it is used in this selection would be  A. respond.  B. believe.  C. refuse.\*  D. understand.  This question is asking me what the word resist means. Since this is a multiple choice question it gives me 4 options. I am going to reread the sentence replacing the word resist with each one of my options to see which one makes the most sense. *Teacher reads the sentence with resist, substituting with each option.*  From the four choices refuse make the most sense in this sentence, therefore I would choose C as my answer. That is how test takers solve unknown words by substituting. |
| **Active Involvement:**  Now it’s your turn to try! Read this question with your partner and try substituting the words and see if you can figure out the correct answer.  A synonym closest in meaning to the word afforded as it is used in this selection would be  A. bought\*  B. eaten  C. carried  D. created  *Students refer to the enlarged passage to help them find answer.*  Great! I heard \_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_reading the sentence with the word afforded and substituting it with each one of the options. They decided bought made the most sense and they are right!! |
| **Link:**  Today and every day when you come to words you do not know, try substituting with a familiar word to see if that makes sense. That is how test takers solve unknown words by substituting. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

Years passed. Philippe’s paintings were sold in a Port-au-Prince gallery. Many tourists liked his work and bought the canvases.

Every time Philippe painted a *Blue Parrot and the Sun* for his mother, the gallery owner had a buyer. The price went up and Philippe could not resist. But every time he sold a *Blue Parrot*, he put aside some money for his mother.

Many years passed. Now Philippe’s paintings could not be afforded by most tourists. His work hung in galleries and museums in Europe and the United States.

A synonym closest in meaning to the word resist as it is used in this selection would be

A. respond.

B. believe.

C. refuse.\*

D. understand.

A synonym closest in meaning to the word afforded as it is used in this selection would be

A. bought\*

B. eaten

C. carried

D. created