A 12-Week Curriculum for Students to Develop Comprehension Skills for Reading Complex Text

Weeks 7-12

This is a 12-week scaffolded curriculum that can be used to help students become skillful readers of complex text. There are 60 daily lessons that are linked to texts. Each lesson is designed to be used in whole group and each lasts about 30 minutes.

Consider the scaffold for instruction that is illustrated on pages 3 and 4. This curriculum is based on the work of Stephanie Harvey and Ann Goudvis as published in the Comprehension Toolkit for Grades 3-6. The lessons focus on six strategy clusters:

1. Monitoring Comprehension
2. Activating and Connecting to Background Knowledge
3. Asking Questions
4. Inferring
5. Determining Importance
6. Summarizing and Synthesizing

With this 12-week curriculum, students are introduced to these strategy clusters individually with each cluster building upon the previous one. Following this very deliberate introduction, students use the six strategy clusters interchangeably depending on the requirements of the text they are studying.

Weeks 11 and 12 are intended to be used to replicate a standardized testing situation such as Aspire or NAEP. In these two weeks, students will read and answer questions in a timed period.

In these weeks, students will have the opportunity to compare their own answers to student answers on earlier NAEP assessments. The scoring guide includes scorer comments explaining the differences between student responses showing “full comprehension,” “partial comprehension,” or “little or no comprehension.”
Anchor Standards
Weeks 7-12

Reading
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
7. Read and comprehend complex literary and informational texts independently and proficiently.

Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames, including time for research, reflection, and revision and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.

Speaking and Listening
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding or presentations.

Language
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, words relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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WEEK 7

Passages

- “Sea Lizards” - Note: This passage is located on pages 25-27 of the PDF along with one page of questions for “Sea Lizards.” (https://www.brocktonpublicschools.com/uploaded/TeachingLearning/MathResourcesK-8/MCAS-Questions/MCAS-2006.pdf)
- “The Gray Whale in Winter” – NOTE: This passage is located on page 14 of the PDF. (http://169.204.228.86/Departments/TeachingAndLearning/reading/wasl/4th%20Grade%20Reading%202004%20released.pdf)

Outcomes Emphasized (Standards identifiers refer to CCRS Anchor Standards)

- Students will be introduced to a new type of thinking: Determining Importance.
- Students will learn to distinguish between important information and interesting details.
- Students will merge prior knowledge with clues in the text to make an inference.
- Students will summarize information from a passage.

Teacher Notes for the Week

- The ability to paraphrase is evidence that students comprehend. Insist that students paraphrase when they make contributions to the class chart. Do not allow students to repeat sentences or large parts of sentences from the text verbatim.
- It is essential for students to experience that there are many different ways of expressing the same idea.
### Week 7

<table>
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<th>Text Material</th>
<th>Instruction</th>
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<td>“Sea Lizards”</td>
<td>Model = M; Guided Practice = G; Collaborative Practice = C; Independent Practice = I</td>
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- The teacher tells students that today’s passage will allow them an opportunity to practice an important type of thinking: **determining importance**. Explain that determining what is important depends upon the kind of material they read and the purpose for the reading. Explain that when we read non-fiction, we are usually reading to learn something. Explain further that non-fiction material usually has important information and many interesting details. Tell students that there are usually just too many details to remember them all, so it is essential to learn how to separate the interesting details from the important information.

- Distribute copies of “Sea Lizards.” Tell students that some animals are found in only one part of the world. Explain that Sea Lizards (also called marine iguanas) are one such animal that is found only in the Galapagos Islands.

- **The teacher reads** paragraph 1 to students. Display a two-column chart as follows:

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Interesting Details</th>
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</table>
  | Marine iguanas (Sea Lizards) are found only on the Galapagos Islands. | The Galapagos islands are off the coast of South America.  
  | Sea Lizards live on lava rocks. | |

- Tell students the important information in paragraphs 1 and 2. (M). Record the important information in the first column of the class chart. Then ask students what were one or two interesting facts in the first paragraph. Record students’ contributions in column two.

  - Importance to paraphrase is evidence that students comprehend. Insist that students paraphrase when they make contributions to the class chart. Do not allow students to repeat sentences or large parts of sentences from the text verbatim. If students repeat verbatim, ask “So what does that mean?”
Repeat this procedure for paragraphs 3, 4, and 5. The teacher will model the important information in each of these paragraphs and allow students to contribute a few interesting details for each paragraph.

The completed class chart will include items similar to the following:

<table>
<thead>
<tr>
<th>Important information</th>
<th>Interesting Details</th>
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<tbody>
<tr>
<td>The marine iguana is ugly, looks like a little dragon, but is gentle and harmless.</td>
<td>It has spikes down its back and tail.</td>
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<tr>
<td>To get their food, iguanas swim out in the ocean, dive deep to the ocean floor, grip the rocks with their claws, and feed on algae.</td>
<td>It's about 4 feet long.</td>
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<tr>
<td>Sea lizards can’t breathe under water, so they hold their breath when they go under water.</td>
<td>It’s stupid and moves slowly.</td>
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</tbody>
</table>

Outcome: Students learn to distinguish between important information and interesting details.

[R.1, R.2, R.10, SL.1, SL.5, W.7, W.9]
accuracy and completeness. It is important for students to see that a correct expression of the important information can be worded differently.

- Completed student work could resemble the following:

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<th>Paragraph</th>
<th>Important Information</th>
<th>Interesting Details</th>
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<td>6</td>
<td>Iguanas can hold their breath for so long because they know how to slow their heart rate.</td>
<td>Iguanas can slow their heart rates from 100 beats per minute to 30 beats per minute.</td>
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<td>Iguanas are cold-blooded and have ways of warming up and cooling off.</td>
<td>They lie on warm rocks and absorb heat. They stand up and let the breeze cool them off.</td>
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<td>8</td>
<td>Iguanas have a way of getting extra salt out of their bodies.</td>
<td>Extra salt collects in a special gland. They jerk their heads and sneeze to get the salt out. They get a white crust around their noses from so much sneezing.</td>
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<td>Marine iguanas have a way of sleeping that keeps them warm during the cool nights.</td>
<td>They sleep right next to each other in a pile on the rocks.</td>
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**Outcome:** Students will merge prior knowledge and clues in the text to make an inference.

[R.1, SL.1, SL.2, SL.4, SL.5, W.7, W.9]
similar to swimming. Another clue in the text is in the next sentence when we are told that sea lizards can dive as deep as 60 feet. Therefore, I can infer that the marine iguana uses its tail (D) to help it swim and dive. And, I mark D on my answer sheet.”

- Distribute copies of the three-column inference tool. Tell students to work individually to complete the tool and to answer questions 36, 37, and 38.
- Allow students an opportunity to compare their thinking (as recorded on their three-column scaffold) and their answers with a partner. Tell them to change their answers if a partner convinces them that they used more pertinent clues and/or had more pertinent knowledge.
- Share the answers and the information in the inference tool. Record the thinking of individuals in the class so that students can see it. A class chart would contain items like the following:

<table>
<thead>
<tr>
<th>What I Know (K)</th>
<th>Clues in the Text</th>
<th>What I Inferred (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(#36) I know that staying under water requires that I not breathe. Diving requires you to stay under water for a long time and not breathe.</td>
<td>Paragraph 5 (last sentence) and paragraph 6</td>
<td>Staying under water requires not breathing. Not breathing a long time is possible because iguanas slow their heart rates down.</td>
</tr>
</tbody>
</table>

**Outcome:** Students will distinguish between important information and interesting details in a passage. [R.1, R.2, W.7, W.9]

**“The Gray Whale in Winter”**
- Tell students that they have spent three days learning how to read through dense, non-fiction text. Explain that when reading non-fiction it is easy to get overwhelmed with all of the details and with all of the new vocabulary. Tell students that it is very import to “chunk” the text (i.e., reading a portion of the text), stopping periodically to paraphrase the important information, and making any notations in the margin that can signal a question (?) or a reminder of the main big idea.

- Distribute copies of “The Gray Whale in Winter” and a three-column tool like the one below:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Important Information</th>
<th>Interesting Details</th>
</tr>
</thead>
</table>

- Read the title and first paragraph and model your thinking and how to record it on the three-column chart. After modeling, a classroom chart might look similar to the following:
<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Important Information</th>
<th>Interesting Details</th>
</tr>
</thead>
</table>
| 1         | Gray whales migrate in the fall from Alaska to California to find warm water and to have their baby whales in early winter. | • Gray whales feed in the cold waters of Alaska.  
• Gray whales move to the warm waters of Baja, California.  
• In January and February, they start their journey back to Alaska. |

- Have students work independently to complete their three-column chart for paragraphs 2 and 3. Allow about 10 minutes for this work. Circulate to find examples of the *Important Information* statements that can be shared. Look for examples where the big idea is captured accurately but the wording is different. Record the examples of student work in some manner for easy sharing.

- Display several examples of *Important Information* statements for each paragraph. Examples for paragraph 2 might include examples similar to the following:
  - Gray whales are very large animals that spend most of their time diving to the ocean floor to get food and coming back up to the surface to swallow their food and breathe.
  - Paragraph 2 is mostly about how large gray whales are, how they get their food, and how they spend most of their time under water but come up to get air.
  - Gray whales are very large animals that spend most of their time diving to the bottom of the ocean to get their food and coming to the surface to rinse their mouths, swallow their food, and take a breath.

Note. The purpose of sharing several examples of correct responses is to emphasize that paraphrasing is proof that someone understands something they have heard or read. Additionally, it is essential for students to experience that there are many different ways of expressing the same idea.
**Outcome:** Students will summarize the information from a passage. [R.1, R.2, W.5, W.7, W.10]

| ‘The Gray Whale in Winter’ | - Tell students that next week you will emphasize summarizing a passage. Explain that when non-fiction passages are summarized, three things are important:
  1. Pick out the most important information.
  2. Put the information into your own words (paraphrase).
  3. Keep it brief.
- Display charts that include the *Important Information* found in paragraphs 1, 2, and 3 from the work of the previous day.
- Tell students that you want to model how you might write a summary of “The Gray Whale in Winter.” Say something like the following: “This passage is mostly about the migration of whales from Alaska to California and back to Alaska. They migrate in order to find warm water in which to have their babies. There is also a lot of information about how big the whales are, how they feed, and how they look so I am going to put this in my summary.”
- Then, write something like the following so that students can see it:

> Gray whales migrate every fall from Alaska to California to find warm water and to give birth to their babies. *This ten-thousand-mile trip is the longest migration of any mammal.* Gray whales are very large, weighing as much as ten elephants! They spend most of their time diving to the bottom of the ocean to get their food and coming back to the surface to get air. *Gray whales are actually black, but white barnacles attach to their body and make them look gray.*

- Point out that although the passage has 13 sentences, the summary has only 5 sentences and contains all the big ideas.
- Remove the teacher’s model but leave the summaries of the big ideas from the day before. Ask students to work with a partner to summarize “The Gray Whale in Winter.” Tell students that they should use no more than five sentences. Circulate to find examples of summaries that can be shared with the class. Again, look for examples that are accurate but that use different words to express the thoughts.
- If time remains, display examples of the student summaries, pointing out how different the words are in the summaries, but how similar the big ideas are.
# Week 7

<table>
<thead>
<tr>
<th>Paragraph</th>
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<th>Interesting Details</th>
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<tr>
<td>Important Information</td>
<td>Interesting Details</td>
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</table>
## Week 7

<table>
<thead>
<tr>
<th>What I Know (K)</th>
<th>Clues in the Text (C)</th>
<th>What I Inferred (I)</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>
WEEK 8

Passages

- “Home of the Early Settlers” - NOTE: This passage is located on pages 21-22 of the PDF along with one page of questions for “Home of the Early Settlers”. ([https://docs.alsde.edu/documents/91/ARMT%20Plus%20Reading%20Item%20Specifications%20for%20Grade%204.pdf](https://docs.alsde.edu/documents/91/ARMT%20Plus%20Reading%20Item%20Specifications%20for%20Grade%204.pdf))

Outcomes Emphasized (Standards identifiers refer to CCRS Anchor Standards)

- Students will learn to summarize fiction.
- Students will practice summarizing a non-fiction passage.

Teacher Notes for the Week

- To this point, all of the work on summarizing has been done on non-fiction passages.
- The teacher will model a rubric for helping students summarize fiction.
<table>
<thead>
<tr>
<th>Text Material</th>
<th>Other Materials</th>
<th>Outcome:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of Winn-Dixie</td>
<td>Example of the scaffold Paper/pencil</td>
<td>Students will use a scaffold to help summarize a fiction text. [SL.1, SL.4]</td>
<td></td>
</tr>
</tbody>
</table>

- Remind students that they have been concentrating on non-fiction for the past week. Tell them that they will work for three days on passages that are called fiction. Explain that fiction is a piece of writing that has been created by the imagination, generally tells a story, and is not necessarily based on fact.
- Remind students that they worked for an entire week on *Because of Winn-Dixie*. Explain that Winn-Dixie is an example of fiction because it is not a factual passage and that it tells a story.
- Ask students to talk to a partner and try to retell as much of *Because of Winn-Dixie* as they can remember. Allow 2-3 minutes for students to talk with each other.
- Tell students that there is a scaffold that helps readers summarize a passage that is fiction. That scaffold consists of 4 words:
  - Somebody
  - Wanted
  - But
  - So
- Model, with *Because of Winn-Dixie*, how that scaffold can help you retell (in summary fashion) the main points of *Because of Winn-Dixie*. The teacher may say something like the following:
  - Somebody - Opal
  - Wanted – Opal wanted to keep a stray dog that she met named Winn-Dixie.
  - But – But, the first time Opal asked her preacher daddy to let her keep Winn-Dixie, he said “No.”
  - So – So, Opal devised a plan to call Winn-Dixie a “Less Fortunate” because her Daddy understood that less fortunate people need our help. The plan worked and Opal got to keep Winn-Dixie.
  - As the teacher models the response to the scaffold, write the response where students can see it.
- Remind students that a summary of a passage requires the reader to do three things:
  1. Pick out the most important information.
  2. Put the information into your own words (paraphrase).
  3. Keep it brief.
- Model for students how what was written about *Because of Winn-Dixie* could serve as a summary for *Because of Winn-Dixie*. Say something like: “When I respond to the scaffold (Somebody, Wanted, But, So,) I am picking out the most important items in the story. I put the information in my own words (Illustrate by reading what you have written in response to the scaffold.). And, the summary is brief (only 4 sentences).”
- Remove from the students’ sight what you wrote as a response to the summary scaffold.
- Ask students to work with their partner to do their own version of a summary for *Because of Winn-Dixie*. Keep the summary scaffold in front of the students. Tell them that it is important that they use their own words to respond to the scaffold. Tell them that they will have 3-4 minutes to respond to the scaffold.
- Circulate to find examples from partners who have accurately responded to the scaffold but who use different words from those that you used.
- Share a few examples of the student work as time permits. Examples may include summaries such as the following:
  - **Somebody** – The daughter of a preacher
  - **Wanted** – The daughter of a preacher found a stray, suffering dog and wanted to keep it.
  - **But** – But, when she asked her daddy to let her keep the dog, he told her no because she did not need a dog.
  - **So** – So, the little girl told her daddy that the dog was suffering and was unfortunate and needed them. Her daddy let her keep the dog.

**Outcome:** Students will read and summarize a fiction text. [R.1, R.2, R.10, SL.1, SL.4, W.7, W.9]

<table>
<thead>
<tr>
<th>T</th>
<th>“The Guest” copies of text for students Summary scaffold</th>
</tr>
</thead>
</table>
|   | • Distribute copies of “The Guest.”
|   | • Tell students that they are going to read a special kind of fiction called a folktale. Explain that a folktale is a story about common people, usually transmitted orally, that characterizes a special group of people or a particular region. Explain that the story today is an Asian folktale about a character called Mullah Nasreddin. Tell students that a Mullah is a religious teacher or religious leader, so the story is probably going to try to tell us something to help us be a better person.
|   | • Explain to students that when they read about another culture or people in a foreign land, the names will sound strange. Ask students to locate *Mullah Nasreddin* in the first sentence. Tell them that you are going to call him Mullah N, because that is easy to say.
|   | • Read the subtitle and paragraphs 1 and 2. Be careful when reading paragraph 2 to explain the footnote and to get the intonation just right, as the phrasing and intonation are closely related to the comprehension of paragraph 2. Assess students’ comprehension to this point...
through a prompt such as “So, what’s going on?” Before directing students to partner read, make sure that they know that the rich man has invited the Mullah to be his guest at a feast.

- Ask students to partner-read the first 13 paragraphs and the first sentence of paragraph 14 carefully. Display the Summary Scaffold (Somebody, Wanted, But, So). Tell students to try to summarize what is going on by responding to the Summary Scaffold.

- Circulate to discern how well students are reading and how well they are responding to the scaffold. Look for examples of student work that are accurate and that use wording as different as the examples below:

  Example 1
  - Somebody – A rich man
  - Wanted – A rich man wanted the Mullah to come to dinner at his house.
  - But – When the Mullah dressed in ragged clothes like a beggar, neither the rich man nor his servant recognized the Mullah. The mullah even told the servant that he was invited, but the servant did not believe him.
  - So – The Mullah went home.

  Example 2
  - Somebody – A Mullah
  - Wanted – A Mullah accepted an invitation to dinner at the house of a rich man.
  - But – The Mullah put on shabby, comfortable clothes that made him look like an old beggar.
  - So – The servant and the rich man did not think that he belonged at the feast, threatened the Mullah with a stick, and told the Mullah to go home.

- Have a few students share what they have written in their scaffold. Listen for accuracy. Students may not comprehend entirely, so it is important to reward understanding that is accurate, even if it is surface understanding (like that displayed in the two examples above).

- Ask questions that will allow you to assess the degree to which students have comprehended and that might prompt deeper understanding. Ask questions such as:
  - Why do you think the rich man invited the Mullah to the feast?
  - Why in the world would the Mullah dress like he did?
  - At first the rich man spoke with respect to the Mullah, e.g.,” Mullah sahib,” “…grace us with your presence…” Then, the rich man’s servant is unkind, (e.g., “Be off before I take a stick to you.”) What do you think made the difference?

- It is acceptable for students to understand partially. Tell students that they will complete the reading tomorrow and more will become clear.
| W | **Outcome:** Students will read and summarize sections of a fiction passage.  
[R.1, R.2, R.10, SL.1, SL.4, W.7, W.9] |
|---|---|
| “The Guest” | Copies of text and questions for students to use  
Anchor chart |
| | • Distribute copies of “The Guest” and ask students to partner-read paragraphs 14 through 25.  
• Tell students to try to summarize by responding to the Summary Scaffold (Somebody, Wanted, But, So).  
• Circulate to discern how well students are reading and how well they are responding to the scaffold. Look for examples of student work that are accurate but that use different language. Share a few examples that might resemble the following:  
  ➢ Somebody – The Mullah  
  ➢ Wanted – A Mullah wanted to get into the party so he went home, put on his finest clothes, combed his beard, and went back to the rich man’s house.  
  ➢ But – When the Mullah got in the house, he did not eat the food. He put the food all over his fine clothes.  
  ➢ So – The rich man asked the Mullah if he refused to eat because he did not like the food.  
• Display a few examples of student work that may prompt understanding and wondering. Ask students: “What are you wondering?” Tell them that you are wondering why the Mullah did what he did and that you are going to read the rest of the story to find out.  
• Read the rest of the story to students.  
• Ask questions that will allow you to assess the degree to which students have comprehended and that might prompt deeper understanding. Ask questions such as:  
  o Let’s reread paragraph 28. What does the Mullah mean when he says, “Clearly it is my clothes you are welcoming and not me”?  
  o Let’s reread paragraph 29. What is the most important lesson that the rich man learned in this story?  
• If time remains, have students work on questions 10, 11, 12, and 13. Questions 11 and 13 are opportunities to revisit the scaffold that has been helpful in answering multiple choice questions:  

<table>
<thead>
<tr>
<th>What I Know (K)</th>
<th>Clues in the Text (C)</th>
<th>What I Infer (I)</th>
</tr>
</thead>
</table>
| TH | **Outcome:** Students will read and summarize a non-fiction passage.  
[R.1, R.2, R.10, SL.1, SL.4, SL.5, W.7, W.9, W.10] |
• Distribute copies of “Homes of the Early Settlers.”
• Remind students that they have been concentrating on summarizing fiction for the past three days. Tell them they will practice for two days on a non-fiction passage.
• Remind students that when they read non-fiction, they are usually reading to learn something. Explain further that non-fiction material usually has important information and many interesting details. Remind students that there are usually just too many details to remember them all, so it is essential to learn how to separate the interesting details from the important information.
• Read paragraph 1 to the students. Tell students that they used a scaffold a week ago that helped them distinguish important information from the interesting details. Model for students how you would record the information in paragraph 1 using that scaffold:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Important Information</th>
<th>Interesting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early settlers were very busy when they came to this country because they had to build their own homes immediately.</td>
<td>The first step was to clear a spot for their home in the thick forest.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They had to find a site on a hill so that the house would not flood when it rained.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They built a cellar.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>They used stones for the walls and logs and boards for the frame.</td>
</tr>
</tbody>
</table>

• Tell students that a passage often has one major big idea in each paragraph. Model for students that the major big idea in paragraph 1 is **how the early settlers built their homes.** Tell students that the major big idea of a paragraph (or several paragraphs) is called the **topic.** Model for students how the topic for paragraph 1 can be substituted for the important information.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Topic</th>
<th>Interesting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
How the early settlers built their homes

The first step was to clear a spot for their home in the thick forest.

They had to find a site on a hill so that the house would not flood when it rained.

They built a cellar.

They used stones for the walls and logs and boards for the frame.

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Topic</th>
<th>Interesting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How the early settlers built their homes</td>
<td>The first step was to clear a spot for their home in the thick forest. They had to find a site on a hill so that the house would not flood when it rained. They built a cellar. They used stones for the walls and logs and boards for the frame.</td>
</tr>
</tbody>
</table>

- Distribute a sheet of paper on which students can record the topic and interesting details for paragraphs 2, 3, and 4. It would look similar to the following:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Topic</th>
<th>Interesting Details</th>
</tr>
</thead>
</table>

- Tell students to read paragraphs 2, 3, and 4 with their partners. Ask students to try to identify the topic for each of the paragraphs. Ask students to discuss the important details for each topic with their partner, but not to take the time to write the important details. Allow about 12 minutes for this activity and pace partners through the paragraphs by making announcements such as: “You should be working on paragraph 3 at this time.” Circulate to identify topics that can be shared with the class.

- Share good examples with the class. Be sure to include two examples for each paragraph as a reminder of the importance of paraphrasing. A class chart might resemble the following:
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How the early settlers built their homes</td>
<td>The first step was to clear a spot for their home in the thick forest. They had to find a site on a hill so that the house would not flood when it rained. They built a cellar. They used stones for the walls and logs and boards for the frame.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>What homes of early settlers looked like What early settlers used to build their homes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Why homes of early settlers were not comfortable The inside of the homes of early settlers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What life was like for early settlers The busy life of early settlers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Discussion should focus on determining the topic for each paragraph. Encourage students, however, to share interesting details for each paragraph as time permits.

**Outcome:** Students will read and summarize a non-fiction passage.

[R.1, R.2, R.10, SL.1, SL.4, SL.5, W.7, W.9, W.10]
• Model how this is done with question 2. Read the prompt. Say something like:

1. Did the written response state what the settlers had to do when they arrived in the New World?
2. Did the written response include specific details from the passage?

Explain that the top score for this written response is “Yes/Yes” (2 Yes responses)

• Post these two questions where students can see them. Tell students that they will be used to evaluate the responses to Question 2.

• Remind students that when non-fiction passages are summarized, three things are important:
   1. Pick out the most important information.
   2. Put the information into your own words (paraphrase).
   3. Keep it brief.

• Read question 3 to students. Ask students to discuss with their partner how to change this prompt into a rubric for scoring the written response. Tell the partners to “jot down” their proposed rubric. Circulate to find examples worth sharing.

• Display a rubric for question 3 that resembles the following:

   1. Did the written response tell how the settlers’ houses were similar to and different from the writer’s house?
   2. Did the written response give at least two examples of how the settlers’ houses were similar to the writer’s house?
   3. Did the written response give at least two examples of how the settlers’ houses were different from the writer’s house?

Explain that the top score for this written response is “Yes/Yes/Yes.” (3 Yes Responses)

• Ask half of the students to write a response to question 2. Ask half of the students to write a response to question 3. Allow 7-10 minutes for the writing.

• Provide about 5-7 minutes for students to read their written response to a partner. Have the partner score the response according to the applicable displayed rubric.

• Collect the written responses and review them to determine how students are progressing. Give any needed guidance the next time that students are together.
Somebody - Opal

Wanted - Opal wanted to keep a stray dog that she met named Winn-Dixie.

But - But, the first time Opal asked her preacher Daddy to let her keep Winn-Dixie, he said “No.”

So - So, Opal devised a plan to call Winn-Dixie a “Less Fortunate” because her Daddy understood that less fortunate people need our help. The plan worked and Opal got to keep Winn-Dixie.
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</table>
WEEK 9

Passages
- “The Sun and the Moon” – NOTE: This passage is located on pages 15-18 of the PDF.
  (https://docs.alsde.edu/documents/91/ARMT%20Plus%20Reading%20Item%20Specifications%20for%20Grade%204.pdf)
- “Some People” and “People” - NOTE: These poems and one page of questions are located on pages 48-49 of the PDF.

Outcomes Emphasized (Standards identifiers refer to CCRS Anchor Standards)
- Students will learn to use figurative language to create visual images.
- Students will practice writing in response to a passage.
- Students will practice creating a rubric for answering a specific question or prompt.

Teacher Notes for the Week
- This week, students will be working with passages that contain personification and will have the opportunity to discuss how this can be helpful to the reader.
- The teacher will help students learn to read and think about poetry in ways that support understanding.
- The teacher will help students create a rubric to evaluate their response to a writing prompt.
### Week 9

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Model = M; Guided Practice = G; Collaborative Practice = C; Independent Practice = I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“The Sun and the Moon”</strong></td>
<td>(with paragraphs numbered) <strong>Distribute</strong> to students, copies of “The Sun and the Moon” (with paragraphs numbered). Tell them that the sun and the moon are things but, in this story, they act like people. When a writer makes a thing act like a <strong>person</strong> with feelings and ideas, it is called <strong>personification</strong>. Personification helps bring the story to life and helps us to see clearer pictures in our minds of what is happening in the passage. <strong>Ask students to read the passage with a partner, with one partner reading paragraphs 1-7 and the other partner reading the remaining paragraphs. Give them time to read the passage (about 5 minutes).</strong> <strong>Tell students, “In the first sentence, the author says that the Sun and the Moon shared a home. I know that this is something that people do, but not things. I am going to underline those words – shared a home – as an example of personification. This helps me to get a picture in my mind of the relationship between the sun and the moon. When two people share a home, they are usually very close and they know each other very well like a family that shares a home.” (M)</strong> <strong>Ask students to reread the second paragraph silently and underline any words that personify the sun or the moon. Invite students to share examples (grew tired of living together, fiery personality, impatient, bossy, said). When a correct example is given, ask how the student knows this is personification (A person would do this. A thing would not.) If students are hesitant to share, continue to model for them. Explain to them how this helps you understand what is happening. “The sun has a fiery personality and he is impatient and bossy. This helps me picture in my mind when I had to share a bedroom with my sister and she was sometimes bossy, too. I can picture that the sun acts like my sister acted.”</strong> <strong>Ask students to reread paragraphs 3-7 silently and underline any examples of personification. Ask them to share with a partner what they have underlined and why. Invite a few students to share. Ask them to explain how this helps them understand the story. If they do not make connections to the feelings and actions, continue to model for them.</strong> <strong>Tell students, “The author has helped us see that the sun and the moon have different personalities and these different personalities cause them to take different actions. We can make a chart of these differences.” Make a simple T-chart and ask students to contribute from the passage.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sun</th>
<th>Moon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impatient</td>
<td>Gentle</td>
</tr>
<tr>
<td>Bossy</td>
<td>Patient</td>
</tr>
<tr>
<td>Angry</td>
<td>Sad</td>
</tr>
<tr>
<td>Boastful</td>
<td>Scared</td>
</tr>
</tbody>
</table>
Ask students to reread the rest of the passage silently, marking examples of personification. After the reading, ask them to share what they have underlined with a partner. Invite a few students to share what they have written and how it helps them picture what is happening in the story. Add any new personality traits to the class chart.

<table>
<thead>
<tr>
<th>T</th>
<th>Outcomes:</th>
<th>Students will write a response to a passage. Students will create a rubric for a written response and use the rubric to evaluate a written response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Sun and the Moon”</td>
<td>Continue with “The Sun and the Moon.” Remind students that the author has used personification to make the Sun and the Moon seem like people with feelings and actions. Review the class chart that lists some of the personality traits of the Sun and the Moon.</td>
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<td></td>
<td>Display the following writing prompt:</td>
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<td></td>
<td>o Contrast the personalities of the Sun and the Moon. Use specific details from the story to support your answer.</td>
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<td></td>
<td>Remind students that each time we have done a written response, we have used a rubric to ensure that we have answered the question completely. Tell them that they can create their own rubric by looking carefully at the question or prompt. “What is the first thing that the prompt tells us to do? (Contrast the personalities of the Sun and the Moon.)” Put a #1 next to this part of the prompt. Ask, “What is the next thing that the prompt tells us to do? (Use specific details from the story to support your answer.)” Put a #2 next to this part. Ask, “Does the prompt tell us to do anything else? Does it tell us how many details we need? (Only that ‘details’ indicates that we need more than one.)” When we write our answer, we know that we have to do two things – #1, contrast and #2, use specific details. We are going to use our class chart to help us respond to this prompt together.”</td>
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<td></td>
<td>Explain that when we compare, we show how things are the same and when we contrast, we show how things are different. Model the beginning of the response</td>
<td>The Sun and the Moon had different personalities.</td>
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<td></td>
<td>Ask partners to complete the response with specific details from the story, using chart paper so that you can display the responses.</td>
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<td></td>
<td>Use the rubric to evaluate the responses, pointing out that several different responses can be correct. Ask “Did we contrast – tell how things are different? Did we use specific details from the story?”</td>
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<td></td>
<td>Tell students, “When we turn the prompt or question into a rubric, we can always be sure that we are giving a complete response.”</td>
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</table>

<table>
<thead>
<tr>
<th>W</th>
<th>Outcomes:</th>
<th>Students will recognize examples of personification. Students will create a rubric for a written response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How the Fawn Got Its Spots”</td>
<td>Explain that this Native American legend is like “The Sun and the Moon.” The author uses personification to explain an occurrence in nature.</td>
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<tr>
<td></td>
<td>Ask students to read paragraphs 1 and 2 silently and to underline examples of personification. Ask students to share their examples with a partner. Ask them to talk with their partner about who they think Wakan Tanka is</td>
<td></td>
</tr>
</tbody>
</table>
and why they think so. Invite a few students to share their thinking. Remind students that personification helps the reader get a clearer picture in his/her mind about what is happening in the story. In this case, it helps the reader understand how different animals protect themselves.

- Ask students to finish reading the passage, underlining examples of personification.
- Display the following prompt:
  - Think about the two passages that you have read, “How the Fawn Got Its Spots” and “The Sun and the Moon”. Compare these two passages. Give specific details from the passages to support your comparison.
- Display a simple T-chart to compare the two passages (“The Sun and the Moon” and “How the Fawn Got Its Spots”). Explain that, in order to compare, it is necessary to think about how things are alike and how they are different. Ask students to give examples, which can be added to the chart, to explain how the two passages are alike and how they are different. Examples might include the following:

<table>
<thead>
<tr>
<th>Alike</th>
<th>Different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both use personification.</td>
<td>One explains differences in the sun and the moon.</td>
</tr>
<tr>
<td>Both explain things in nature.</td>
<td>One explains how different animals protect themselves.</td>
</tr>
<tr>
<td></td>
<td>One is a Native American legend</td>
</tr>
</tbody>
</table>

Help students examine the prompt to create a rubric for the response.

**Outcomes:** Students will practice reading poetry.
Students will discuss the meaning of figurative language.
Students will merge prior knowledge with clues in the text to make an inference.
- [R.1, R.2, R.4, SL.1, SL.4, SL.5, W.7, W.9, L.3, L.5]

**“Some People” and “People”**

- Tell students that we will be reading two poems today. Poetry uses mental pictures like the pictures created in “The Sun and the Moon” and “How the Fawn Got Its Spots.” Poetry uses only a few words to create these mental pictures so the reader has to “fill in the gaps.”
- Distribute copies of the two poems. The teacher reads the introduction to the poems.
- The teacher reads the first poem, “Some People,” modeling how to read to the punctuation, without stopping at the end of each line. Demonstrate that poetry is easier to understand if you read it as a thought rather than line by line.
- Invite students to join in a choral reading of the first poem.
- Ask students to partner-read the first poem with one partner reading the first verse and the other partner completing the poem.
- Explain that instead of personification – making things seem like people – the author of the poem is comparing people (their actions) to things. In the first verse, thoughts are compared to leaves. Ask students to talk to their partners about the picture they see in their minds. Invite a few students to share.
• Ask, “What are thoughts compared to in the second verse? What picture do you see in your mind?”
• Ask students to talk with their partners about what a person might do that would make your thoughts “shrivel up” like dry leaves. Invite some students to share. If the conversation does not seem focused, model some ideas. (My thoughts might shrivel up if someone did not ask me sit with them at lunch/would not share markers with me.
• Ask them to discuss the opposite idea – thoughts as thick as fireflies. Model if necessary.
• The teacher reads the second poem, “People,” modeling again how to read to the punctuation.
• Invite students to join in a choral reading.
• Have students partner-read with each partner reading one verse of the poem.
• Lead a discussion about each kind of person depicted in the poem so that students can “picture” that person. Ask focused questions like:
  o What kind of talk could go on and on without ever saying a thing?
  o What would a person do to make it seem like birds begin to sing?
  o Why would a person laughing make someone want to cry?
  o What feelings come to you when you think of music filling the sky?
• Display question 18. Remind students of the scaffold for inferring (What I Know, Clues in the Text, What I Infer).

<table>
<thead>
<tr>
<th>What I Know</th>
<th>Clues in the Text</th>
<th>What I Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that the “theme” is the main subject or idea</td>
<td>“Feel so tired inside” “thoughts as thick as fireflies all shiny in your mind” “birds begin to sing” “you want to cry” “music fills the sky”</td>
<td>The answer is D. People have different effects on our feelings and moods.</td>
</tr>
</tbody>
</table>

**Outcomes:** Students will practice reading poetry. Students will write in response to a passage. Students will create a rubric for a written response and use the rubric to evaluate a written response. [R.1, SL.1, SL.4, SL.5, W.5, W.7, W.9, W.10, L.1, L.3, L.5]

“Some People” and “People” • Ask students to reread the two poems from yesterday.
• Remind them of the discussion about how people have different effects on our feelings and moods. Refer to the chart about Question 18.
• Display the following writing prompt:
  o Write a paragraph about a time when someone made you feel very happy. Give specific details about what the person did or said to make you feel good and about what you did or said to show your happiness.
- Ask students to help create a rubric for this prompt. “What is the first thing we need to do? (Write a paragraph.) Put a #1 there. What is the next thing? (Specific details about what the person did or said) Put a #2 there. Anything else? (What you did or said) Put a #3 there.”
- Give students time to write their responses.
- Ask students to check their responses using the rubric.
  - Did they write a paragraph about a time when someone made them feel very happy?
  - Did they give specific details about what the person did or said?
  - Did they tell what they did or said to show their happiness?
- Allow time for students to revise if necessary.
Collect the paragraphs. Choose a few good examples to share with the class using a document camera, pointing out that very different responses can be equally correct.
Week 9

Contrast the personalities of the Sun and the Moon. Use specific details from the story to support your answer.
Think about the two passages that you have read, “How the Fawn Got Its Spots” and “The Sun and the Moon.” Compare these two passages. Give specific details from the passages to support your comparison.
WEEK 10

Passages

- “Bringing Back Salmon” - NOTE: This passage and one page of questions is located on pages 37-41 of the PDF. (https://www.brocktonpublicschools.com/uploaded/TeachingLearning/MathResourcesK-8/MCAS-Questions/MCAS-2006.pdf)

Outcomes Emphasized (Standards identifiers refer to CCRS Anchor Standards)

- Students will use text features to help locate and remember important information.
- Students will differentiate between the topic (important information) and interesting details.
- Students will write in response to a passage and use a rubric that they have created to evaluate the response.
- Students will monitor their comprehension of a text.
- Students will practice using a variety of strategies to answer questions in response to a text.

Teacher Notes for the Week

- This week, the teacher will be guiding the reading giving special attention to text features. Students will be doing all of the reading themselves, and monitoring their own comprehension.
- Students practice the use of a variety of strategies previously introduced.

NOTE: The pictures are one of the text features that we will be discussing. If possible, try to lighten the pictures before copying the passages.
### Week 10

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Text Material</th>
<th>Instruction</th>
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<tbody>
<tr>
<td>M</td>
<td>Outcomes: Students will learn to use text features to help them pick out important information. Students will differentiate between the topic (important information) and interesting details. [R.1, R.2, R.4, R.5, SL.1, SL.4]</td>
<td>Model = M; Guided Practice = G; Collaborative Practice = C; Independent Practice = I</td>
</tr>
</tbody>
</table>
| “Hippopotamus” | - Distribute copies of “Hippopotamus” to students.  
- Tell them that we will be reading a non-fiction passage. Remind students that when they read non-fiction, they are usually reading to learn something. Non-fiction material often has important information and many interesting details. Remind students that there are usually just too many details to remember them all, so it is essential to learn how to separate the interesting details from the important information.  
- Sometimes, a non-fiction passage will have some text features that help us pick out the important information. “Hippopotamus” is one such text.  
- Ask students to notice the bold print in this passage. This is one of the features that is sometimes used to call attention to important information in a passage. The title is often printed in bold because it is certainly important in helping us know what the passage is about. The first word in the passage, Hippopotamus, is also printed in bold to remind us again that this is the main topic of the passage. In this passage, the sub-titles are also printed in bold. Sub-titles are another feature to help us pick out important information. Sub-titles often tell us the main topic for a section of a passage so that we don’t have to figure out the topic. When we read “Homes of the Early Settlers”, we practiced stating the topic – or big idea - of each paragraph.  
- Ask students to underline the bold print in this passage. Ask, “What are the subtitles? (Allow students to respond.) So, the main topics of this passage will be (reread the subtitles). When we read each of these sections we will be reading many interesting details about these topics.”  
- Ask students to read paragraphs 1 and 2 silently. Tell students, “This section has another text feature that helps us pick out important information. Some of the important words are written in italics like the way to pronounce the word hippopotamus. Why would the words “river horse” be written in italics? Why would river hippopotamus? Pygmy hippopotamus? It is easy to pick out the important information in this section because of the way it is printed.  
- Tell students, “The subtitle for the next section is “The body of a river hippopotamus.” How many paragraphs are in this section? (4 paragraphs) Each of the four paragraphs should tell us something about the body of a hippopotamus. Read paragraph 3 silently, and then talk with your partner about the important information in this paragraph.” Allow time for reading and partner discussion. Tell |
students, “I read many different numbers about the size of a hippo in this paragraph. I know that I cannot remember all of them, but the big idea seems to be that a hippopotamus is very large.”

- Ask students to read paragraph 4 and then talk with their partner about the important information. Allow time for reading and discussion. Invite a few students to share, clarifying whether the response is important information or an interesting detail.
- Continue this procedure with paragraph 5.
- Continue with paragraph 6. Point out that the picture is another text feature that helps the reader better understand about the teeth of a hippopotamus.
- Review with students. “We knew from the subtitle that this section of the passage would be about the body of a river hippopotamus. We stopped at the end of each paragraph to think about the most important information about the body. Talk to your partner about what you learned about a hippo’s body.”
- Tell students, “The subtitle for the next section is “The life of a river hippopotamus.” How many paragraphs are in this section? (4) As you read each of these 4 paragraphs silently, think about what you are learning about the life of a river hippo.”
- Allow time for students to finish the passage. Ask them to talk with their partner about the important information in each of the paragraphs. Invite a few students to share, clarifying whether the response is important information or an interesting detail.
- Review with students. Some non-fiction passages use text features to help the reader pick out the important information. This passage had two main sections with subtitles, the body of a river hippopotamus and the life of a river hippopotamus. The subtitles should help you remember some important information about hippos.

T

**Outcome:** Students will respond to text by writing and creating a rubric to evaluate written responses to text. [W.4, W.5, W.7, W.9, W.10]

<table>
<thead>
<tr>
<th>“Hippopotamus”</th>
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<tbody>
<tr>
<td>- Continue with “Hippopotamus.”</td>
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<tr>
<td>- Display the following writing prompt:</td>
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<tr>
<td>- Write a paragraph telling the major things you learned about the hippopotamus.</td>
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<tr>
<td>- Help students create a rubric for writing this response. The prompt asks for a paragraph – not a list. This would be #1 in the rubric. The prompt asks for the major things you learned – not just interesting details. This would be #2 in the rubric. Remind them of the 2 subtitles (topics) in the passage. Some of the “major things” would be in these topics.</td>
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<tr>
<td>- Allow students time to respond to the prompt. Circulate to look for examples of good paragraphs to share with the class.</td>
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<tr>
<td>- Choose one or two paragraphs to evaluate using the rubric. Transfer these to the board, a chart, or the display on the document camera. Ask the questions, “Is this in paragraph form rather than a listing?”</td>
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<td>W</td>
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</table>
| “Bringing Back Salmon” | • Distribute copies of “Bringing Back Salmon.” Ask students to scan through the passage for any of the text features that we used in “Hippopotamus.” They should identify bold print, subtitles, italics, and pictures. Remind students that these text features usually call attention to the important information in a passage and help the reader remember this information.  
  • Tell students, “Sometimes the introduction is also helpful in explaining the main idea in a passage.” Read the introduction to students.  
  • Ask students to read the subtitles. Discuss the difference between these subtitles and the ones for “Hippopotamus.” With “Hippopotamus,” the reader knew what each section would be about before reading. These subtitles do not clearly state the topic. They may help the reader remember important information after the reading.  
  • Ask students to read the first section (paragraphs 1-4) silently. After the reading, ask students to talk with their partners about the important information in this section. Circulate to listen to the conversations to help assess whether students are able to distinguish between important information and interesting details. Invite a few students to share. Do some teacher modeling if necessary.  
  • Ask students to read the next section (paragraphs 5-6) silently. After the reading, ask students to talk with their partners about the meaning of the subtitle. Invite students to tell how the subtitle explains the topic of this section. Discuss how the picture is helpful in this section.  
  • Ask students to read the next section (paragraphs 7-8) silently. After the reading, have partners talk about the meaning of the subtitle and how it helps to explain the topic of this section. Discuss how the pictures and the captions are helpful.  
  • Ask students to read the last section (paragraphs 9-10) and discuss the same ideas as before.  
  • Display (or pass out to students) the questions 1-5. Ask students to locate clues for the answer in the text. Discuss why a particular answer is the best choice based on the clues. |
| TH | Outcome: Students will monitor their comprehension of a text. [R.1, R.2, R.10, SL.1, SL.4] |
| “The Marketplace” | • Tell students, “We know that we usually read non-fiction passages to learn something. As we have been reading non-fiction passages this week, we have been stopping during the reading to think about the important information that we have learned and to sort it out from the interesting details.”  
  • “Today’s passage is fiction. “The Marketplace” is a story that is taken from a book called Mrs.
Frisby and the Rats of NIMH. When we are reading fiction, it is also helpful to stop at some points during the reading to check on our comprehension. The reader should have a picture (or a movie) in his mind about what is happening in the story. This picture should include who is in the story, when and where the story is taking place, and what is happening.”

- Tell students, “Today as we read, we will be stopping to think about and talk about the pictures in our minds. Read paragraphs 1-4 silently.” Allow time for reading. Then ask students to talk with their partners. They should discuss the mental picture they have of the story so far. Display the following prompt for this discussion:
  - Who is the main character(s)?
  - Where is this character? (Setting)
  - What is happening so far?

If the partners are not seeing similar pictures, they should go back, reread, and compare again. Invite a few students to share with the group. Model if necessary.

- Ask students to read paragraphs 5-8 silently. Allow time for reading and ask partners to compare their mental pictures once again. Refer to the prompt and ask, “Have any of these parts of the picture changed? How?” Remind students to reread if necessary to clarify. Circulate and listen to the conversations to assess comprehension. Continue to model if necessary.

- Ask students to finish reading the passage silently and compare their mental pictures with their partner’s. Discuss how their pictures have changed as they read more or as they talked with their partner.

- Tell students, “Whether you are reading fiction or non-fiction, it is important to stop at a few points during the reading just to check on your comprehension. (Do I have a clear picture in my head? Is this making sense? Do I know what the author is trying to tell me? Have I learned the important information?)”

NOTE: If students have not read the entire book, Mrs. Frisby and the Rats of NIMH, this is a good time for a “commercial” for the book. Many fourth graders would enjoy it.
### Outcome
Students will practice using a variety of strategies to answer questions in response to a text.  
[R.1, R.2, R.10, SL.1, SL.4, W.4, W.9]

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<th>F</th>
<th>“The Marketplace”</th>
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</table>
|   | **•** Continue with “The Marketplace.” Have students work with their partners to summarize the story using the fiction scaffold from Week 8. (Somebody, Wanted, But, So) Invite a few students to share with the group, calling attention to the fact that an accurate summary can be expressed in several different ways.  
**•** Distribute the multiple-choice questions 19-26.  
**•** Give students five minutes to work with a partner to answer the first four questions (19-22). Have all students mark the clues in the text that help them answer the questions. As you discuss the correct answer for each question, remind students of the scaffold that was used earlier for inferring (What I Know, Clues in the Text, What I Infer).  
**•** Ask students to work with partners to answer the last four questions (23-26), marking clues in the text. As you discuss the answers for 23 and 24, be sure to point out that the word BEST often indicates that more than one answer might be accurate. |
Weeks 11 and 12 are intended to be used to replicate a standardized testing situation such as ACT Aspire or NAEP. In these two weeks, students will read and answer questions in a timed period. In these weeks, students will have the opportunity to compare their own answers to student answers on earlier NAEP assessments. The scoring guides include scorer comments explaining the differences between student responses showing “full comprehension”, “partial comprehension,” or “little or no comprehension.”


- “The Box in the Barn,” 2005 Reading Assessment
- “Dr. Shannon Lucid: Space Pioneer,” 2005 Reading Assessment
- “The River,” 2003 Reading Assessment
- “A Brick to Cuddle Up To,” 2000 Reading Assessment

The annotation materials are taken from the NAEP Questions Tool website. (http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=reading)

There are released passages, questions, and scoring guides from 1992 – 2013. These can be very helpful in preparing students for testing situations.
WEEK 11

Passages

- “The Box in the Barn,” three pages of questions for “The Box in the Barn,” and 10 pages of *annotations for the written response questions. (http://wvde.state.wv.us/oaa/pdf/naeptestlests/Read_Gr4_Test3.pdf)


- “Dr. Shannon Lucid: Space Pioneer,” three pages of questions for “Dr. Shannon Lucid: Space Pioneer,” and 10 pages of *annotations for the written response questions. NOTE: This is passage #2 on pages 6-10. (http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf/10d1a575953d0e908a256c340001adab/235447151a5320670a2576420074d8c4/$FILE/Grade%204%20NAEP%20Reading%20Passages%20and%20Items.pdf)


*Annotations are taken from the NAEP Questions Tool (http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=reading)

Outcomes Emphasized (Standards identifiers refer to CCRS Anchor Standards)

- Students will learn to judge how much time has passed as they work on a passage.
- Students will learn how to orient themselves to a passage and the accompanying questions by scanning a passage and the questions.

Teacher Notes for the Week

- Teachers may want to adjust time limits this week to match the time limits for the standardized test that will be administered to students.
- During the NAEP testing situation, students will be given 50 minutes to read a relatively long passage and answer 10-12 questions related to the passage. Approximately half of those questions will be written response questions.
During Week 11 students will have an opportunity to work independently on two NAEP passages and the questions that accompany those passages.

Since we are attempting to keep the preparation to 30 minutes daily, the students will work three days on the first passage (“The Box in the Barn”) and two days on the second passage.

On the days that students are asked to read (Day 1 and Day 4) it is important that students work independently for about 25 minutes in order to build endurance in approaching independent reading tasks. Consequently, teacher talk must be limited on Day 1 and Day 4.

Since the complexity of text and questions has increased significantly, three days (Days 2, 3, and 5) are devoted to reviewing how students answered the questions and to sharing examples of acceptable responses to written-response questions.

Teachers are asked to provide a 45 minute class on Day 4 to allow students to work for 40 minutes independently.
### Week 11

**Text Material**

Note. “The Box in the Barn” contains 1040 words. Moreover, there are 12 questions that accompany the passage, seven of which are written response format. For this reason, we start with a passage with which the students are already acquainted. We believe that the familiar passage will allow us to work extensively on pacing and take the time needed to answer the questions and to review the answers to questions.

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>M</td>
<td>“The Box in the Barn”</td>
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</table>
- Distribute copies of “The Box in the Barn.” Remind students that you read that passage to them about 10 weeks ago.
- Ask students to look at the pictures and to scan the questions to see if they can recall what the story was about. Ask students to share what they can recall of the story but keep these initial steps to 4-5 minutes.
- Tell students to read the passage independently. Tell the students that they can mark the text if that will help them. Tell the students that they are to start answering the questions when they finish reading the passage.
- Tell students that it will probably take at least 10 minutes to read the text. Explain to students that they are not to start answering the questions until you announce that a period of 10 minutes has passed. Tell them to read carefully and to reread if they finish reading before the 10-minute announcement is made. Tell students that after the 10 minute mark they will have 15 minutes to start working on the questions.
- Tell students to begin reading.
- Tell students when a period of 10 minutes has passed.
- Tell students to start answering the questions. Explain that they will not have enough time to finish all of the questions, but that they should get a good start. Remind students to go back to find the clues in the passage. Tell students that they will complete the questions tomorrow but to answer as many as they can in 15 minutes. Tell students that you will announce when 10 minutes is up and when they have 5 minutes remaining.
- Collect student papers after the 15-minute period. Make sure that students put their names on the papers so that you can return the papers the next day.
- Look over the papers to see the range in the number of questions answered. Inspect the answers to know how well the students handle the questions and to acquaint yourself with the items that students had the most trouble with.
<table>
<thead>
<tr>
<th>T</th>
<th>“The Box in the Barn”</th>
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<tbody>
<tr>
<td>Distribute papers to the students.</td>
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<tr>
<td>Tell students that they will have 10 minutes to finish answering the questions. Remind students that you will review the answers to the questions after that.</td>
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<tr>
<td>Call time after 10 minutes. Ask students to work with a partner while you review the answers. Have each student hold his/her own paper as the teacher directs the review of the questions and answers. Partners can help each other stay on track.</td>
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<td>Take multiple choice questions first. For each multiple choice question, ask students: How did you know the answer? If there is an obvious clue in the text, take time to locate the clue. Try to keep the pace swift enough to complete the review of multiple choice questions in the remaining 20 minutes.</td>
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<td>Model how you knew the answer to the first question. Say something like: “I read the question very carefully. I say the question using my own words (What was Jason’s father like?” Or “What kind of person was Jason’s father?”) Then I read the choices and talk to myself: A. Strict and unwilling to listen to Jason – “Not true” B. Understanding and patient with Jason – “True” C. Curious and puzzled by the box – “Not mentioned” D. Angry and sad that Jason hid – “Not mentioned”</td>
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<tr>
<td>Model how you knew how to answer Question #2. Say something like: “I go over the question carefully. Then I say it in a way I can understand it (Why did Jason think that the people would be mad with him when they saw that the puppy was missing?). Then I think that I must start my writing with Because. So I write: Jason thought they would be mad because... Then I finish: they had bought a puppy for his sister and Jason had let the puppy out of the box and the puppy had run away.</td>
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<td>For each open-ended item, show examples from the scoring guide of what would be acceptable responses. For question 2, for example, show the following two acceptable student responses: o Because it was Megan’s party and her present and he had lost it. o Because he thought that the puppy was for Megan and he would ‘ruin’ the birthday party.</td>
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<td>W</td>
<td>“The Box in the Barn”</td>
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</tbody>
</table>
| | • Distribute papers to students.  
| | • Continue discussing how students knew the correct answer.  
| | • Again, have students work in pairs as they judge the correctness and adequacy of their responses to the questions. If teachers anticipate being unable to review all of the remaining questions, they should choose examples from the types of questions that seem to be causing the most difficulty for students. Examples of how teachers might bring attention to how students know the correct response are listed below:  
| | **Question #3**  
| | When Megan spoke to Jason in the tall weeds, she was concerned that  
| | A. she wouldn’t get enough presents – “not mentioned”  
| | B. her dad wouldn’t get back in time for the party – “not mentioned”  
| | C. something was wrong with Jason – “The clue is on page 3, paragraph 3: ‘Are you OK? She asked with genuine concern’”  
| | D. the puppy was missing – “Not true. She didn’t know anything about a puppy at that time.”  
| | **Question #11**  
| | • Tell students that more lines to write on signals that a longer response is required.  
| | • Change the question into a rubric that can be used to score the response. The rubric would be similar to the follow:  
| | ✔ Does the response name three different feelings?  
| | ✔ For each feeling, does the response tell why Jason had the feeling?  
| | • Share a response or two from the annotated student responses. One of those is the following:  
| | *He felt sad because he let the dog out and it ran away and he thought he ruined Megan’s birthday.*  
| | *He felt happy because his dad found the dog and because the dog was for him.*  
| | *He felt wrong because he opened the box and his mother told him not to touch it.*  
| | • Share an example from the students in your class. Look for an example that satisfies the rubric but that includes feelings other than the feelings already mentioned. It is important for students to understand that an acceptable reply is one that names three feelings and that explains why Jason had each feeling. A second example might be similar to the following:  
| | *First Jason felt happy when he woke up and had raspberry pancakes for breakfast. Second, Jason felt excited because he was going to town to buy presents for his sister’s birthday. Third, He felt sad because he let the puppy out. He started to cry because he thought he had lost his sister’s birthday present.* |
Note: In today’s lesson, we are asking teachers to devote 45 minutes to the lesson. The teacher will use 5 minutes for distributing the text and preparing students to read and answer the questions. Then, she will ask students to read independently and answer the accompanying questions for 40 minutes. There is a good chance that students can read the passage (780 words) and answer the 10 questions in 40 minutes. There are only 5 short, written response items. If students can finish in 40 minutes, they will gain confidence in their ability to sustain their attention for longer periods of time and feel more confident about handling 50 minutes on the two final practice passages next week.

<table>
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<th>TH</th>
<th>“Dr. Shannon Lucid: Space Pioneer”</th>
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<td></td>
<td><strong>Distribute copies of “Dr. Shannon Lucid: Space Pioneer.”</strong> Tell students that you have never read that passage to them and that they will work independently to read the passage and to answer the questions.</td>
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<td><strong>Tell students that they would normally be given 50 minutes to read the passage and to answer the questions, but that you believe that they can read and answer the questions in 40 minutes.</strong></td>
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<td><strong>Ask students to look at the pictures and to scan the questions to see if they can tell what the passage will be about. Draw attention to the headings. Explain in one sentence what <em>adventurous spirit</em> means and what <em>Mir</em> is. Ask students to share what they think the passage will be about but keep these initial steps to 4-5 minutes.</strong></td>
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<td><strong>Tell students to read the passage independently. Tell the students that they can mark the text if that will help them. Tell the students that they are to start answering the questions when they finish reading the passage.</strong></td>
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<td><strong>Tell students that it will probably take at about 10-15 minutes to read the text and 20-25 minutes to answer the questions. Explain that you will announce when 10 minutes is up, so that students can complete their reading. Tell students that you will announce when a period of 15 minutes has passed because that will be a signal to start answering the questions. Tell students that you will tell them when a period of 15 more minutes has passed so that they know that they have only 10 minutes remaining to finish answering the questions and to check their work.</strong></td>
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<td><strong>Tell students to read carefully and to reread if they need to. Remind students that they need to look back at the passage to locate the clues when they start to answer the questions.</strong></td>
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<td><strong>Remind students that you will tell them when:</strong></td>
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<td>- a period of 10 minutes has passed and they need to be finishing up the passage.</td>
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<td>- a period of 15 minutes has passed and they need to be answering questions.</td>
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<td>- a period of 30 minutes has passed and they need to be finishing up the questions and checking their work.</td>
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<td>- a period of 40 minutes has passed and it is time to stop.</td>
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<td><strong>Tell students to begin reading.</strong></td>
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<td>F</td>
<td>“Dr. Shannon Lucid: Space Pioneer”</td>
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|  | Tell students when a period of 10 minutes has passed.  
|  | Tell students when a period of 15 minutes and a period of 30 minutes has passed.  
|  | Ask students to put their names on the papers and collect their work.  
|  | Review the student work to determine which items will be most important to review on the following day.  
|  | Do not be alarmed if students do not do so well. The review tomorrow and on the final two passages next week will increase their understanding of how to do their best work and how to pace their work.  
|  | Remember…if students are not accurate and independent readers, they need to be in daily, accelerated intervention that is designed to make them accurate and fluent readers of grade-level material.  
|  | Distribute completed questions and answers to students.  
|  | Again, students may work in pairs to review their own answers if this has been an effective strategy for staying on task.  
|  | Take the multiple choice questions first, since all five of these questions have clear clues in the passage and require minimal inferences. Model how you want students to provide the evidence for the correct response. Say something like: “Question 2 asks for the purpose of the Mir program. (Read the question.) I knew the answer (A) because of the clue found on page 1, paragraph 4 where this is written: ‘Dr. Lucid was the second American astronaut to live aboard Mir as part of a program to study how long-term travel in space affects the human body.’”  
|  | Ask students to take the next 3-4 minutes to write the page number and the paragraph number for where they found the clue to answer questions 3, 5, 7, and 8.  
|  | Allow 3-4 minutes for students to share their answers. Students should provide the following evidence:  
|  | Question 3 – page 2, paragraph 1  
|  | Question 5 – page 2, paragraph 4  
|  | Question 7 – page 2, paragraph 2  
|  | Question 8 – page 2 paragraphs 7 and 8  
|  | Spend the final 20 minutes reviewing as many of the written response questions as possible. Share examples from the annotated responses. Share examples from students in the class that you identified during your preparation for the lesson.  
|  | Be sure to share responses to prompts that may have caused difficulty for your students. Examples might include the following:  
|  | **Question 4**  
|  | Turn the question into a rubric similar to the one below:  
|  | 1. Does the answer give an example from the passage of what she read?
2. Does the response explain why the author told us that interesting fact?
   - Tell students that the tricky part is understanding why the author told us that. (The story never says why the author included that detail, so we have to infer.)
   - Share a few examples that indicate that a reason must be offered, even if the reader is not sure of the answer to why those interesting facts were included. Share responses such as:
     Shannon read about early pioneers and rocket inventors. The author tells us this because reading these books made Shannon be an adventurous person.
     OR
     She read about rocket inventor, Robert Goddard. When she read these books she realized that she wasn’t born too late to be a space explorer.

Question 6
   - Turn the question into a rubric similar to the one below:
     1. Does the response tell what kind of person Shannon was?
     2. Does the response name a real person who has a similar character trait as Shannon Lucid had?
     3. Does the response explain why that person is like Shannon Lucid?
   - Share with students the Martin Luther King annotation found in this package.
   - Share one or two examples from the class that provide all that the rubric requests. Examples should be different but meet the criteria in the rubric. Examples may be similar to the following:

     Tiger Woods reminds me of Shannon Lucid. He was ambitious and determined to achieve his goal of being the best golfer in the world. Tiger Woods read about great people when he was a child, just like Shannon Lucid. But Tiger read about great golfers, not about rocket inventors. Shannon Lucid tried to do something that not many women had done. She tried to be an astronaut even though they would not let women be astronauts at first. Tiger wanted to be a golfer and there were not many black golfers. Finally, both Tiger and Lucid kept in good shape. Shannon walked on the treadmill and rode a bike. Tiger works out with weights to make himself strong.
Annotations for “The Box in the Barn”


Annotations for “Dr. Shannon Lucid: Space Pioneer”


*Annotations are taken from the NAEP Questions Tool (http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=reading)
Acceptable - Student Response

2. Why did Jason think everyone would be angry with him when they found the puppy missing?

Because it was Megan's party and her present and he had lost it.

2. Why did Jason think everyone would be angry with him when they found the puppy missing?

Because he thought that the puppy was for Megan and he would ruin the birthday party.

Scorer Comments:
Both responses demonstrate understanding that Jason thought everyone would be angry with him because he had lost the puppy that he thought was Megan's birthday present.

Unacceptable - Student Response

2. Why did Jason think everyone would be angry with him when they found the puppy missing?

Because he let the puppy go. And he was the only one in the barn.

2. Why did Jason think everyone would be angry with him when they found the puppy missing?

Because he did something that he shouldn't have done.

Scorer Comments:
Both responses recognize that Jason felt as though he had done something wrong. These responses do not demonstrate understanding of Jason being under the impression that the puppy was Megan's birthday present.
Acceptable - Student Response

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

Mabye he might have just kept what he had done a secret because he had been trying to act normal.

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

He would have said "I went to the back to find something to do and I heard a strange noise and went in to the bathroom. What it was... he sounded like a very honest boy.

Scorer Comments:
Both responses use information from the story to predict how Jason might have reacted if the box had been empty. The first response predicts that Jason might have kept it a secret, based on the part of the story when he pretended to act like everything was fine when the party began. The second response provides some dialogue that demonstrates understanding of Jason's honest character as portrayed in the story when he explains what he did to his father.

Unacceptable - Student Response

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

I think he would say "I didn't do it." That's what most people say.

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

Jason looked down and expecting not to see nothing at all.
Scorer Comments:

Neither response uses information from the story to predict Jason's reaction. The first response provides dialogue that does not demonstrate understanding of Jason's honest character. The second response provides Jason's actions from the story when the box was opened, but does not predict what Jason's reaction would have been if the box had been empty.
Acceptable - Student Response

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

Maby he might have just kept what he had done a secret because he had been trying to act normal.

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

He would have said, "I went to the back to find something to do and I heard a strange noise and went in to the barn to see what it was... he sounded like a very honest boy.

Scorer Comments:
Both responses use information from the story to predict how Jason might have reacted if the box had been empty. The first response predicts that Jason might have kept it a secret, based on the part of the story when he pretended to act like everything was fine when the party began. The second response provides some dialogue that demonstrates understanding of Jason's honest character as portrayed in the story when he explains what he did to his father.

Unacceptable - Student Response

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

I think he would say, "I didn't do it! that's what most people say"

4. If the box had been empty when Jason opened it at the party, what would Jason most likely have said? Give examples from the story that support your answer.

Jason looked down and expecting not to see nothing at all.
Scorer Comments:
Neither response uses information from the story to predict Jason's reaction. The first response provides dialogue that does not demonstrate understanding of Jason's honest character. The second response provides Jason's actions from the story when the box was opened, but does not predict what Jason's reaction would have been if the box had been empty.
Acceptable - Student Response

6. Why do you think Jason's father explained how he found the puppy?

Because Jason could not figure out how the puppy got back into the box again and how the box got closed again.

6. Why do you think Jason's father explained how he found the puppy?

His father is understanding.

So Jason.

Scorer Comments:
The first response uses story details to provide a reason why the father wanted to help Jason understand how he found the puppy. The second response provides a text-based characterization of Jason's father to explain why he told Jason about finding the puppy.

Unacceptable - Student Response

6. Why do you think Jason's father explained how he found the puppy?

He saw it running on the side of the road.

6. Why do you think Jason's father explained how he found the puppy?

So Megan would not be mad.

Scorer Comments:
The first response provides details related to how Jason's father found the puppy, but does not explain why he told Jason. The second response provides inaccurate information about Megan, which is unrelated to the father's explanation of finding the puppy.
Evidence of full comprehension - Student Response

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

I think he would feel bad because he thought it was his sister's present and he let the puppy go.

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

I think that Jason might have felt bad because he went in the barn when he wasn't supposed to.

Scorer Comments:
Both responses use story details to explain how Jason might have felt if the box had been empty. The first response supports the feeling with story details related to Jason thinking he had lost his sister's puppy, and the second response supports the feeling with reference to Jason having disobeyed his mother.

Evidence of partial comprehension - Student Response

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

Jason would have felt very blue.

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

he would cry

Scorer Comments:
Both responses indicate a feeling that is consistent with story events, but neither response explains the feeling with story details.
Evidence of little or no comprehension - Student Response

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

If it was opened his father would be mad.

8. Describe how Jason might have felt if the box had been empty when it was opened at the party. Explain why he might have felt that way.

because he lost the party

Scorer Comments:

These responses do not provide a feeling that Jason might have had if the box had been empty. The first response provides a feeling Jason's father might have had. The second response provides an event from the story without providing a feeling related to the event.
Acceptable - Student Response

9. Why did Jason not answer when his mom called him for dinner?

He was afraid she would be angry that he had disobeyed her.

9. Why did Jason not answer when his mom called him for dinner?

He was looking for the puppy.

Scorer Comments:
Both responses use story details to explain why Jason did not answer when his mother called him. The first response focuses on Jason's disobedience and the second response focuses on Jason looking for the lost puppy.

Unacceptable - Student Response

9. Why did Jason not answer when his mom called him for dinner?

Jason was hiding behind the weeds and he couldn't hear his mom.

9. Why did Jason not answer when his mom called him for dinner?

Because he wanted to know what was in the box.

Scorer Comments:
Both responses provide details that are not relevant to why Jason did not answer when his mother called. The first response contradicts story events by concluding that Jason could not hear his mother. The second response confuses story details about the location of the box.
11. From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

He felt sad because he let the dog out and it ran away and he thought he ruined Megan's birthday.

He felt happy because his dad found the dog and because the dog was for him.

He felt wrong because he opened the toy and his mother told him not to touch it.
One feeling is he felt curious cause he wanted to see what was in the box in the barn. Another feeling is he felt afraid because he lost the puppy he thought was for Megan, and wished he didn't open the box in the first place and listened to his mother. The last feeling is happiness that the puppy was for him and that the puppy wasn't lost. Another reason is he was lucky that he didn't ruin his sister's birthday party.

Scorer Comments:
Both responses demonstrate understanding of Jason's character by describing different feelings Jason had in the story and the events that caused him to have each of those feelings.

Essential - Student Response

11. From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

When he woke up he was in a happy mood. When the party came he was scared that the puppy would not be found. And at the end of the day he was happy again.
11. From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

He had a good morning.
He started to get curious about the box.
He felt bad when the puppy got away.

Scorer Comments:
These responses demonstrate understanding of how Jason felt at different points in the story but only explain one feeling associated with Jason having lost the puppy.

Partial - Student Response

11. From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

He was curious at first.
Then he was sad.
Then he was happy.
One was that he was very scared, that he would get in trouble because the dog got away.

Another was when he was at the party.

And the last one was he wanted to see what was in the box.

Scorer Comments:
The first response provides feelings Jason had at three different points in the story, but does not provide a cause for any of the feelings. The second response makes general reference to different parts of the story, but only describes one feeling and what caused Jason to have that feeling.

Unsatisfactory - Student Response

11. From when Jason got up in the morning until he went to bed that night, his feelings changed as different things happened. Describe three different feelings that Jason had and explain what made him have those feelings.

His mother told him not to go in the back yard.

Scorer Comments:
Both responses provide story details; however, neither response provides a feeling that Jason had during the day.
Acceptable - Student Response


That you should listen to your parents. If he would have listened everything would be all right.

Scorer Comments:
Both responses use story details to explain what Jason's father thought Jason learned. The first response focuses on Jason learning to listen to his parents, while the second response refers to Jason learning how to handle his curiosity.

Unacceptable - Student Response


His Dad found him in the street so he put him in the box.

Scorer Comments:
The first response merely states how Jason's father found the puppy but does not address what he thought Jason learned. The second response provides a lesson that is unrelated to events in the story.
Evidence of full comprehension - Student Response

1. What are two things about Shannon Lucid that could be learned from reading this passage?

To never give up on your dream and to work hard.

1. What are two things about Shannon Lucid that could be learned from reading this passage?

Shannon Lucid was the second person to live aboard Mir. She also was strong enough to walk off her aircraft.

Scorer Comments:
The first response provides two abstract ideas that can be drawn from the text. The second response provides two specific text-based facts about Shannon Lucid.

Evidence of partial or surface comprehension - Student Response

1. What are two things about Shannon Lucid that could be learned from reading this passage?

To never give up at anything.

1. What are two things about Shannon Lucid that could be learned from reading this passage?

She wanted to be a space explorer.

Scorer Comments:
The first response provides one abstract idea that can be drawn from the text. The second response provides one specific fact about Shannon Lucid that can be drawn from the passage.

Evidence of little or no comprehension - Student Response

1. What are two things about Shannon Lucid that could be learned from reading this passage?

She was the first woman in space and she lost 17 pounds by working out on a treadmill in space.
1. What are two things about Shannon Lucid that could be learned from reading this passage?

She should be a space astronaut for America and the United States. She would make a lot of money if she would get a job there and work as hard as she could to get a lot of money.

**Scorer Comments:**

The first response provides information from the text that is factually incorrect. The second response misinterprets the text ("should be an astronaut" implies she is not one already) and provides a personal opinion that is not supported by the text.
Evidence of full comprehension - Student Response

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

The author tells what Shannon Lucid read about when she was growing up because that gave her a solution and she found something adventurous. She could do which I was going in space.

She read about rocket invent Robert Goddard. When she read these books she realized she wasn't born too late to be a space explorer.

Scorer Comments:
The first response makes a clear connection between why the author mentioned Lucid's early reading and her subsequent career. The second response makes a connection between Lucid's reading about Goddard and her realization that it wasn't too late for her to become an explorer.

Evidence of partial or surface comprehension - Student Response

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

She wanted to go to space.

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.
The author tells what Shannon Lucid read about when she was growing up because the author wanted us to know what she was like when she was a little girl.

**Scorer Comments:**
The first response refers generally to Lucid's career, but does not connect that information to her early reading. The second response focuses on why the author included the information, but does not make a connection to her later career.

**Evidence of little or no comprehension - Student Response**

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

She loved reading about America's West.

4. Why does the author tell what Shannon Lucid read about when she was growing up? Use information from the passage to explain your answer.

When she was a baby, her parents took her along as they traveled throughout China.

**Scorer Comments:**
The first response provides an example of what Shannon Lucid read, but does not demonstrate understanding of the connection between Lucid's early reading and her subsequent career. The second response provides inappropriate information from the passage that is unrelated to Lucid's early reading and her later career.
6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

Martin Luther King Jr.

Martin Luther was determined to have changes. When he was growing up, he couldn't play with his friends because he was black and they were white. He was determined to get the blacks and whites together. He had dreams that whites and blacks could be friends, and like Shannon Lucid, his dreams came true, so he was determined and had dreams like Shannon.
I have read about Michelle Kwon, an ice-skater. Like Shannon Lucid, Michelle Kwon had great ambition. Michelle Kwon also loved adventure. She also in-line skated with people she knew. Another similarity with Shannon Lucid is she exercised on a treadmill to keep strong. Shannon Lucid and Michelle Kwon could be great friends with their personalities.

**Scorer Comments:**
The first response describes two of Lucid's traits ("determined" and "had dreams") and draws a comparison based on an historical figure. The second response describes two traits displayed by Lucid ("ambition" and "loved adventure") and draws a comparison based on a real person.

**Essential - Student Response**

6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

Little Foot is looking for a glowing flower to make his grandpa better. No one knows exactly where it is. Little Foot and his friend go looking for it. It takes them a couple of days, but Little Foot never gave up.
Judy Blume is like Shannon Lucid because they both are determined and never give up because they want to be good at what their hobby is. They both are girls and they both are very good at their hobby.

Scorer Comments:
The first response provides one similarity between Lucid and a fictional character. The second response describes one of Lucid's character traits ("determined") and identifies a real person with similar traits; other traits provided in this response are superficial.

Partial - Student Response

6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

I choose Ann Sullivan because she was a girl. She also lived in the states. They were both famous. Those are the reasons I chose her.

6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

They never give up there dream and never quit.

Scorer Comments:
The first response provides a comparison to a real person but its relation to Lucid is based on a superficial detail that reveals nothing about her character. The second response describes Lucid's
character without explicitly comparing her to a real person or fictional character.

**Unsatisfactory - Student Response**

6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

   My Mom because I look up to her, but she looks up to other people sometimes.

6. Think about the kind of person Shannon Lucid needed to be in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in a movie or television show. Explain how that person or character is like Shannon Lucid.

   Mrs. Bush. Because she would of lost weight to and she would of help her be a better person.

**Scorer Comments:**

The first response compares Lucid to a real person but does not indicate a character trait of that person or relate it to Lucid. The second response also provides a comparison to a real person but is based on an erroneous reading of what happened to Lucid in the text.
Evidence of full comprehension - Student Response

9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

She traveled with her parents and that inspired her to travel around and see new things.

9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

One thing that helped her was being adventurous because if she wasn't one might be scared to go to space.

Scorer Comments:
The first response describes an experience in Lucid's life and explains why that experience helped her to become an astronaut. The second response describes a trait that Lucid had and explains how that trait helped her to become an astronaut.

Evidence of partial or surface comprehension - Student Response

9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

One thing that helped Lucid to be an astronaut was she read about rockets and things like that.

9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

They never gave up and that gave her confidence.

Scorer Comments:
The first response describes one thing that Lucid did, but does not explain how that helped her to become an astronaut. The second response describes a trait that Lucid had but does not explain how "confidence" helped her to become an astronaut.

**Evidence of little or no comprehension - Student Response**

9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

She exercised every day and stayed healthy.

9. Choose one thing Shannon Lucid did that helped her become an astronaut. Explain why it helped her.

becoming an umpire helped her because, when you become an umpire, it shows how hard it can be to become an astronaut.

**Scorer Comments:**

The first response provides information related to Lucid's experiences after becoming an astronaut. The second response draws a comparison that is not from the passage and is unrelated to her becoming an astronaut.
Evidence of full comprehension - Student Response

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

   dreams don't only come true in fairy tales because Dr. Lucid really wanted to be an astronaut and she finally did become an astronaut.

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

   One lesson is if you were once enemies with someone, you could still make up the feelings. Cause about the Russian used to be enemies.

Scorer Comments:
The first response uses information from the passage to draw an inference about a lesson that could be learned. The second response provides a lesson based on factual information in the passage.

Evidence of partial or surface comprehension - Student Response

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

   Dr. Norman Thagrar was the first American to live on Mir. He also lost 17 lbs.

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

   You don't pay as much in space at all.

Scorer Comments:
The first response provides accurate factual information but does not offer a lesson learned from the passage. The second response provides a detail about what Lucid learned but does not derive a lesson from the passage.
Evidence of little or no comprehension - Student Response

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

\[\text{Never feel too much at home in space. Remember, earth is your home.}\]

10. What is one lesson that could be learned from reading this passage? Use information from the passage to support your answer.

\[\text{Never stay in space too long.}\]

Scorer Comments:
The first response offers a lesson but it is based on personal opinion that is irrelevant to the article. The second response offers a lesson, but it is unclear how the lesson relates to information in the passage.
WEEK 12
Or the week(s) prior to your test administration date

Passages

- “A Brick to Cuddle Up To,” with questions and *annotations for the written response questions.
  (http://images.pcmac.org/Uploads/DaleCounty/DaleCounty/Departments/Documents/A%20Brick%20to%20Cuddle%20Up%20To.pdf)


- “The River” with questions and *annotations for the written response questions
  NOTE: This is passage #4 on pages 15-19 of the PDF.
  (http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf/10d1a575953d0e908a256c340001adab/235447151a5320670a2576420074d8c4/$FILE/Grade%204%20NAEP%20Reading%20Passages%20and%20Items.pdf)


  *Annotations are taken from the NAEP Questions Tool

Outcomes Emphasized

- Students will participate in a replication of a standardized testing situation.
Annotations for “The River”


*Annotations are taken from the NAEP Questions Tool (http://nces.ed.gov/nationsreportcard/itmrlsx/search.aspx?subject=reading)
Evidence of full comprehension - Student Response

2. Do you think this story was exciting? Use an example from the story to explain why or why not.

Yes, I think it was exciting because I wanted to know how they could save their dog. And they did, they work together to get their dog out of the water.

No, because when they had to pull Minnie out of the cold icy water, it was sad.

Scorer Comments:
Both responses use examples from the story to explain why the story was exciting. The first response supports a yes answer with details about working together to save the dog, while the second response supports a no answer with details about having to pull the dog out of cold, icy water.

Evidence of partial or surface comprehension - Student Response

2. Do you think this story was exciting? Use an example from the story to explain why or why not.

Yes, because every good story has some danger.

Yes because I like rescue stories.

Scorer Comments:
Both responses provide an opinion and support it with a general reference to the story. The first response claims that the story has some danger, but does not use examples to describe what is dangerous. The second response provides a general reference to the genre of the story that is not explained in terms of story events.
Evidence of little or no comprehension - Student Response

2. Do you think this story was exciting? Use an example from the story to explain why or why not.

I really think this story was neat just because it was so exciting. I even had to turn the page before it was over. This was really cool story. I loved it. I hope to see it and more stories like this one.

2. Do you think this story was exciting? Use an example from the story to explain why or why not.

It was exciting

Scorer Comments:
Both responses provide unsupported opinions about whether the story was exciting.
Evidence of full comprehension - Student Response

3. What was one of the most important lessons that Cory and Elisa learned from their experience?

Cory and Elisa learned that they must not give up hope and keep trying.

Scorer Comments:
Both responses describe an important lesson in a way that conveys a more universal understanding of Cory and Elisa’s experience, as well as a logical interpretation of events in the story. The first response refers to their persistence, while the second focuses on their cooperative efforts.

Evidence of partial or surface comprehension - Student Response

3. What was one of the most important lessons that Cory and Elisa learned from their experience?

Keep a eye on the dog.

3. What was one of the most important lessons that Cory and Elisa learned from their experience?

To never walk on thin ice.

Scorer Comments:
Both responses identify a superficial lesson that conveys an understanding of a trivial aspect of the story.

Evidence of little or no comprehension - Student Response

3. What was one of the most important lessons that Cory and Elisa learned from their experience?

Not to cross wood bridges.

3. What was one of the most important lessons that Cory and Elisa learned from their experience?

Try saving the dog.

Scorer Comments:
The first response identifies a lesson that is based on an inappropriate interpretation of events in the story. The second response does not identify a lesson at all.
4. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

They are different because one was calm about the dog and one wasn't calm. They were alike because they both loved the dog and they both wanted to be friends built. They were alike because at first they were both scared when they couldn't find her. They are very different because the girl wanted to take off her coat and save him.
Elisa wanted to go out on the ice right away, unlike Cory who thought of some way to get Minnie without going on the ice. They are alike because they both wanted to save their dog. Elisa is younger than Cory so she probably didn't know how dangerous the ice is. She was very wise to put her coat on the ground. Cory was grateful. They both were glad their dog is OK.

Scorer Comments:
Both responses go beyond obvious comparisons between Elisa and Cory to consider aspects of their character and behavior and provide appropriate examples from the story to support the comparison.

Evidence of essential comprehension - Student Response

4. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.
Well Elisa is a girl and Cory is a boy. Cory was brave to do that. Elisa was brave too. Cory wanted his dog to live. So did Elisa. They both loved the dog the same as each other. Everyone is different.

4. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Elisa is a girl and Cory is a boy. One is older than the other. One is smarter than the other. They have one dog. They bought one nice. One is smaller than the other.

Scorer Comments:
Both responses use aspects of Cory and Elisa to make a comparison. The first response states that both Cory and Elisa are brave, but does not provide an example from the story of how they were brave. The second response states that "one is smarter than the other" but does not provide an example from the story to support that character trait.
4. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Scorer Comments:
Both responses base comparisons on superficial aspects of Cory and Elisa by providing general comparisons such as gender.

Evidence of unsatisfactory comprehension - Student Response

4. Tell how Elisa and Cory are alike and different. Use examples from the story to explain your opinion.

Scorer Comments:
Both responses provide inappropriate information from the story to suggest a comparison that is not based on an understanding of the story. The first response implies that Cory wanted to go on the ice. The second response bases a comparison on a superficial detail in the story.
6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

The story might have ended differently because Minnie might have drowned because Elisa didn't have the wool fibers to pull them over the ice.

Scorer Comments:
Both responses identify a logical alternative ending based on their understanding of story events. The first response explains the alternative ending by referring to how Elisa used her wool coat, while the second suggests that she had to use the coat because she could not leave to get help.

Evidence of partial or surface comprehension - Student Response

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

Both Cory and Minnie would die because Elisa could not get help and leave the two stay in the water by there selves.

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

Minnie and/or Cory might have drowned.

Scorer Comments:
Both responses provide an appropriate opinion of how the story might have ended differently, but
neither supports the opinion with evidence from the story.

Evidence of little or no comprehension - Student Response

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

The dog might have died if she didn't put her coat on Minnie. Because if she did not do put the coat on the dog, the dog would stay cold.

6. How might the story have ended differently if Elisa had not put her wool coat on the ice? Explain why.

She would have got real real cold and she would try to hide a fire.

Scorer Comments:
Both responses provide an opinion of how the story might have ended differently, but do not offer a logical explanation based on Elisa's use of her wool coat on the ice.
Evidence of full comprehension - Student Response

7. Suggest another title for the story. Use examples from the story to explain why it would be a good title.

   The rescue might be a good title because it shows how two children saved their dog from drowning.

7. Suggest another title for the story. Use examples from the story to explain why it would be a good title.

   The icy rescue
   Because the dog got stuck in the ice river.

Scorer Comments:
Both responses suggest an appropriate alternative title logically supported by examples from the story.

Evidence of partial or surface comprehension - Student Response

7. Suggest another title for the story. Use examples from the story to explain why it would be a good title.

   Cory and Elisa to the rescue.

7. Suggest another title for the story. Use examples from the story to explain why it would be a good title.

   Danger on the ice. Because there is danger on the ice.

Scorer Comments:
Both responses suggest an appropriate alternative title. However, the first response provides no supporting examples from the story, while the second response provides a circular explanation.
<table>
<thead>
<tr>
<th>Evidence of little or no comprehension - Student Response</th>
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<tbody>
<tr>
<td>7. Suggest another title for the story. Use examples from the story to explain why it would be a good title.</td>
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</tbody>
</table>

Because it tells what is going to happen and what is one thing about the article that is why they named it The River.

7. Suggest another title for the story. Use examples from the story to explain why it would be a good title.

A lot of snow in the ground because there was a lot of snow in the ground.

<table>
<thead>
<tr>
<th>Scorer Comments:</th>
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<tbody>
<tr>
<td>The first response explains why the story is called <em>The River</em> but does not provide an alternative title. The second response suggests an alternative title that is based on a superficial aspect of the story.</td>
</tr>
</tbody>
</table>
Evidence of full comprehension - Student Response

9. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

Because Cory thought Minnie was going to drown before they got there. And Minnie's legs were damaged.

9. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

When the stick broke Minnie's head went under the water, and that scared them badly. They thought she was going to die.

Scorer Comments:
Both responses identify a specific event or factor in the story that led Cory to believe that Minnie would not survive, and explain how this event or fact would have led to Minnie's death. The first response refers to Minnie's damaged legs, and the second refers to Cory and Elisa's fright when Minnie's head went under the water.

Evidence of partial or surface comprehension - Student Response

9. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

He though Minnie would freeze to death.

9. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

Cory did not think Minnie would not survive because he thought she was going to drowned.

Scorer Comments:
Both responses refer to Cory's fear that Minnie would not survive, but do not explain how a specific event or fact led him to believe that Minnie would not survive.

Evidence of little or no comprehension - Student Response

9. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.
9. Why did Cory think that Minnie would not survive? Use examples from the story to explain why.

Scored 

Scorer Comments:
Both responses include inappropriate personal opinions that do not explain why Cory thought that Minnie would not survive.